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Childhood Education

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To Stimulate Thinking Rather Than Advocate Fixed Practice

1952-53: The Challenge of Today's Children

Childhood Education

Next Year—

Theme: Learning At It's Best

September: In the Beginning

October: Grouping

November: How to Observe Children

December: Children's Time

January: Evaluation

February: The Teacher's Role

March: The Physical Environment

April: What Does Crowding Do?

May: Learning About and Accepting Ourselves and Others

The second sections will include: Play and game activities; reading; health and safety; creativity; children's literature; impact on outside communications; written communication; and science.

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Our challenge to future action lies in hopes such as these.

Photo by Eva Luoma, Weirton, W. Va.

Our Responsibility--

Children in Today's World

WHAT IS OUR RESPONSIBILITY FOR CHILDREN IN TODAY'S WORLD?

All of us know these children in our homes, our communities, all over the world—a rosy-cheeked child by a stream high in the Alps who shared with me his delight in the water splashing out of his battered pan; a group of school-age children solemnly playing a variation of hop scotch on the sidewalks of a German city against a background of broken walls and piles of rubble; ragged, barefoot Italian children smiling from the roadside at a stranger—and all the many, many children whom we will never see, some sick, some hungry, some with food but without love, and some without much food but rich in love.

Today's world is not an easy place for any of them. In spite of the marvels of mechanization it offers less comfort to children in many ways than it did earlier. It presents them with problems much more difficult of solution.

Many of us believe that more education and a much more effective type of education is needed if these problems are to be solved and the world is to become a better place for human beings. Children growing up in today's world need more wisdom than ever before if they are to succeed in meeting the challenge of the tremendous power unleashed in the world, ready to be exploited for good or for ill. Homes and schools must add to resources to prepare children for today's world.

Yet children face limited and unequal opportunities. Inadequate schools and health facilities, inadequate housing and community services, insignificant sums spent for research in the social sciences, for understanding man who conceives and runs the machines or drops the bombs—is the story all over the world. We need to do much more than we are now doing in all these respects.

We need to do some changing, too, as parents and teachers. We must learn to give children protection, not only from disease and atom bomb, but from handicapping anxiety and loss of confidence. We must help children find strength and release of creative capacity in friendly relationships with others.

Hope for the future lies in our *growing awareness* of the responsibility we bear, not just for our own children, but for children all over the world. Hope lies, too, in our *increased willingness* to work together in meeting the pressing needs of people everywhere. Hope also lies in the *added resources* of knowledge waiting to be applied to the greater production of food, the better protection of physical and mental health. But hope lies most of all in our *steadfast faith* in the democratic ideal which offers self-respect to every individual.

OUR CHALLENGE TO FUTURE ACTION LIES IN HOPES SUCH AS THESE!—

KATHERINE H. READ, *professor of child development, School of Home Economics, Oregon State College, Corvallis, Oregon.*

By DAISY M. JONES

Today Is the Tomorrow of Yesterday

It seems such a short time ago that it was September and now it is May. Where did the time go? But more important, says Daisy M. Jones, director of elementary education, Richmond, Ind., is—how was it used?

TODAY IS THE TOMORROW WE TALKED about yesterday. How can we make our yesterdays serve us? How can we make our tomorrows more fruitful? Only by making today count can we gain the skill which comes from experience or perfect the plans which will bloom tomorrow. If you have a goal to be realized, do it *now.*

Yesterday

Yesterday is gone. It had twenty-four hours. That is one thousand four hundred forty minutes. How did you use them? Suppose you did sleep eight of those hours, which you probably should, and which more than likely you did not. That still leaves sixteen. Now suppose you used three more of them to eat three square meals. That is doubtful too, but even so there are still thirteen left. What became of them? Did you ever try to account for each hour through the day just past?

When yesterday began you probably had all kinds of plans and good intentions. Sometime try writing them down. Perhaps the list will look commonplace with such items as: stop at the cleaners, call up Aunt Sally, mail the insurance check, type the list of names for the newspaper, and check those papers for the ACE. Writing them down may keep you from forgetting them. Or the ever-present lists on your desk, in our purse, or in your pocket may nag at you so that you cannot rest till they are done. But the greatest satisfaction comes when you can draw a firm decisive line through the items, one at a time, and finally toss the card in the fireplace with a feeling of conquest when you say, "There, that's done."

Try keeping a diary. Of course, if you are the kind of person who puts things off, you will also find it a temptation to put off writing in your diary. It need not be one of those beautiful leather bound creations that you preserve for posterity. It can be the back of an envelope or an old letter. When will you find time to do the writing?

Perhaps you ride the bus home each evening. Is the bus ride twenty minutes long? What do you do with those twenty minutes? Do you just look out the window at the same scenes day after day? Or do you converse with the same seatmate about non-essential or perhaps about things that might be better left unsaid? You might use that time to take stock of the day that is drawing to a close. What will your conversation partner think? Take a different seat. Or plan to take an earlier or a later bus. Pull out the slip of paper and start your list entitled, "What I did today." Sometimes you will find it difficult to identify real accomplishments. Sometimes it will be filled with routine tasks that come every day. And then there will be days when it will show things started or worked on but not completed. That's where we begin tomorrow.

Tomorrow

Perhaps you can shrug your shoulders and say with Scarlett O'Hara, "Oh! Well! After all tomorrow is another day." That's true, it is; and what will you do about it? Had you ever thought that tomorrow never comes? When it gets here, it is no longer tomorrow but has become today. Try explaining that to a five year old. A kindergarten group was told on Monday that they were to invite their mothers to school on Friday. They were reminded of it again on Tuesday and Wednesday. When Thursday came Freddie proudly explained to his mother that, "Tomorrow is the day you go to school with me." On Friday morning he dashed into the kitchen where breakfast was in preparation and queried anxiously, "Mother, is today tomorrow? If it is, you get to go to school with me."

What if there were no more tomorrows? What an awful thought! Most of us would face that possibility with a frantic effort to get it all done today. Some of the things at which we spend our time would suddenly take on totally new proportions. How many of them would we drop altogether? Which ones would we hurry to finish? And which ones would we do more painstakingly? That might be a good way to evaluate.

While we are evaluating, we might link yesterday with tomorrow by deciding which things are worth trying again and which ones we will check off as not wasting any more time on. That transforms hindsight into foresight. Any one can say, "You shouldn't have done that," or "That was a waste of time." But only the one who has worked and produced can say with authority, "This will work" or "That is worth the effort."

Have you ever said, "Some day I'm going to do so and so?" That is a nice optimistic philosophy of life. It implies faith in yourself and faith in your ability to do. It implies a trust that there is a future. The trouble is that it usually remains indefinitely in the realm of "some day." The attic is full of trinkets we have always intended to classify, mount, frame, or exhibit. Why not clean out the chest of good intentions with some firm decisions. Bring them out into the open. Line them up on the desk. Put them in active files. Make a list. If you are going to do them tomorrow or some other day, put them on the agenda and get started. The job may look big but the way to get started is to start. Do it now.

Today

That brings us up to today. Yesterday is gone and no amount of wishing can bring it back. Tomorrow is yet to come and the only thing that will bring it here is another twenty-four hours. Those hours make up today. They are real. They are here now. How shall we use them? Perhaps you need a little self-disciplining to teach yourself to make the most of today. Here are some ideas worth trying.

Learn to use scraps of time. There are some papers to check . . . it might take an hour but it is only twenty-five minutes till dinnertime. There is no use to start. Oh! yes, there is. If you sail into it with vigor you may be surprised how much more you can get done than you thought. Then, if you do not quite finish the task, you will be surprised how small it looks when you return to it and find it already half done. If you put it off till everything else is done, you may find it ten-thirty before you get started. By then you are so weary it takes more than an hour and you feel as if you had worked till midnight. But think what time you started. It is not a matter of how much time you spend but how you spend it.

How about doing a bigger task in relays. Writing this article is an example. Spread out the paper. Jot down the ideas.

Rearrange the ideas. Make an outline. Pack it up in a brief case. Take it home. Revise the outline. Sleep on it. Carry the folder back and forth for two or three days. Start writing. Change your mind. Drop the first sheet in the fireplace and watch the flames as a different idea incubates. Start again. Write a page or two. Read it over to see how it sounds. Check off the ideas on the outline that have already been developed. Make a trip to the post office. Knit awhile so that the thoughts can ripen. There it is still on the table. Tackle it again. First thing you know it is ready to be typed. How long did it take? Perhaps a week or two. Oh, no! Lots of other things were accomplished in that week. All day? No, it was only a part of that day or the week end. It was done in relays.

Keep something always ready to pick up. Leave your handwork in a box on the footstool where it will always be ready if you have only a few minutes to work. If your housekeeping habits cannot stand the disorder, get a footstool with a lid and storage space inside. Leave a sheet of paper in the typewriter half finished. When you come in the first thing in the morning you can go right to work without even taking time to get ready. If you are riding the train, going with someone else, or meeting someone, always take a magazine, a book, a notebook and pencil, or a bit of handwork along. The wait will not seem nearly so endless and you will be surprised at how much you will get done, and you won't be bored or impatient either.

Start on a small scale. If the undertaking looks insurmountable, divide it into three smaller tasks. Do them one at a time. Check them off. Then put them back together. There the bigger task is actually done. It helps to make a list of all the things there are to be done before the end of the term or before the end of the week. Sometimes it is heartening to tackle first the ones that are the easiest or will take the least time. This way the list checks off fast and eventually there is only one big thing left. Then again it is sometimes more encouraging to look the list over and pick out the biggest and wade right into it. When you get that done, the rest look light.

Emphasize one thing at a time. Perhaps this is the year that you have decided to concentrate on improving your skill at writing. You have decided to spend at least one evening a week on it. Then be firm with yourself. The committee may be ever so worth while but so is your decision. If you stick by it, you will be using today well. You will be filling your yesterdays with experiences that will make that task easier in the tomorrows when you have decided to concentrate on something else.

Do it now. If you pass by all the opportunities waiting for a more appropriate time, you will find yourself at the end of the day, the end of the week, the end of the year with nothing accomplished. You will be like the Indian maiden who was told she could fill her basket with the choicest ears of corn from the field. There was only one restriction. She could not turn back. She inspected each beautiful well-filled ear carefully but passed it up thinking there would be still better ones down the way. Finally she came to the end of the row with an empty basket.

Yesterday, today, and tomorrow. They are like the Indian maiden's row of corn. Our yesterdays are gone and with them their opportunities. We cannot turn back. Tomorrow is ahead. We cannot know what it is that will be there. But today is real. We can use it best if we learn to use scraps of time, attempt bigger tasks in relays, keep something always at hand, start on a small scale, emphasize one thing at a time and *Do It Now.*

By JOSEPH S. PRESTON

Has It Been a *Good Year?*

How do you know? What are the criteria by which you evaluate the year's work with children? Joseph S. Preston speaks from experience as an elementary teacher, Bronxville, N.Y.

HAS IT BEEN A GOOD YEAR? MANY people at once ask, "What is a good year?" You can answer this yourself by taking a look at the children you have lived with in the classroom. Now, take a glance at yourself. Do you like what you find? As you take this look, ask these questions.

Are we able to laugh? Do we all have a genuine respect for each other? Are we natural with each other? Can we all work together? Have we kept faith? Are we a little worried about our failures? Do you have doubts about yourself and some of your children?

The answers: "Yes, we are," "Yes, I am." These should mean we have had a good year. If you go back one sentence and bear down on the "we" and "good" it sounds much better.

While you think about the year, your mind goes back to the first day and week. Thoughts become a little mixed at times. The "we's," "our's," "their's," "your's" and "mine's" become confused. They are bound to straighten out, that is, if you have had a good year.

Here we are in our room—all thirty of us—more or less. Let's see, what did we do? Well, we settled down in September to live with each other for a school year. We did some thinking.

Our ideals were high. David would learn to read. Jack would understand arithmetic. Sue would learn to spell. Sid would know how to write stories. Lois would succeed in gym. Joan would overcome her shyness. Jerry would finally speak so all could hear him. We would all be very calm and all would plan together every move. It would be a wonderful year. The program would be well balanced with work and with play, serious study and activity programs. We would cover required work and more. The social studies program would be followed to the letter. The three R's would be mastered. How easy it would be to teach if we all would move together, stay together, and end together as we worked, and that would be that. All the parents would be pleased. If these thoughts were carried out in practice, you did not have a happy year.

To Laugh Together

To be able to laugh together, to be able to laugh at yourself, to have a sense of humor is so important. Some teachers seem to be devoid of laughter. You can develop a sense of humor and you can help others to have one. But you must have one first. When you have humor you can help a child over problems that he thought were insurmountable. Not only academic problems either. John never did draw, he claimed he couldn't. One day he drew a bird for a science project; it was a very silly-looking bird. He looked at it and laughed. Soon everyone was laughing together at the bird—not at John. The art teacher and the children helped him with the next drawing, showed him tricks and advised him. Now he enjoys art and draws in all of his spare time. Sam avoided division—he hated the stuff. But you took him alone, you spent hours going back over each step. It was a long, hard trip for both of you,

but when Sam understood, the broad smile was worth it.

Having Respect for Each Other

Having respect for each other sort of follows along. If you respect the rights of your class as a group and as individuals, then their respect for you will be ever present. It sounds so easy, but try it. It can be hard to be consistent in respecting the rights of others. The more you do, the fewer the poor days. "Being fair" tops the list with children. If you play fair—and I mean children's sense of fairness—your respect rating will go up. If you feel rather low or out of sorts you had better watch yourself—a great deal of respect gets washed down the drain on those days. If the children know where and how you stand, if you are consistent in your discipline and behavior toward them, then your problem is fairly well licked and you are bound to have the respect of the class. If you dislike gum-chewing and have good reasons, tell the class and see what happens. They will all open up and tell you of their pet hates along with their great Aunt Em's. Well, you end up without rules and with a mutual understanding. When you forget someone's pet hate, someone reminds you and all is well.

Respect may mean you are free to leave the room knowing that all will be well because you are trusting the group. Yes, someone always gets out of hand, maybe drags in someone else; it never lasts long though. Respect is not built overnight. But it is given a huge boost when you return and go about your business and don't make an issue over the noise or confusion into which you walked. It is hard not to start giving a lecture but the dividends will be well worth the silence on your part. Each time you check yourself and make a wise step, the class feels it and unity creeps in. Each child has something to offer to the group, school, or family. If you look you will find it.

Sue's weaknesses were well known by the class and her family. Did anyone know of her strengths? She designs clothes, dances well, and sings better than most girls her age. When these things are known she will have the respect she needs to help hurdle the problems that face her. Sue will have help and understanding from her peers—that is her goal.

Being Natural

A sense of humor and respect for each other—square these two things off and being natural will follow. That is, if you help yourself a little. You must have discovered how much you learn about a child when you both are relaxed. It is revealing. You are apt to learn all of the family secrets and even give away a few yourself. You can do much more for a child when you understand what is going on at home, after school, and in other activities such as Scouts.

Frank's mother is never up when he goes to school in the morning. She is up and gone when Frank returns home for lunch, or he is just sent to the drug store for his lunch. After school Frank goes with the gang; Mother does not like boys in the house. He eats dinner alone; parents like drinks and a later dinner. His father travels. Frank needs help; he needs a real friend. That friend could be you. But first you have to reach Frank for he is putting on a bold front. Relax and be natural, you will draw him out in time, maybe.

Do you square dance with your class? Try it. Play their games, listen to them, watch them, relax with them. It will do wonders for you and for them. When you make the time to spend just talking, before or after class with the group, a few

at a time, you all become more natural. It is just another step in helping children.

Keeping Faith

Keeping faith with yourself, with your children, parents, other teachers, and the school is a job in itself. It should fall into a pattern if you are a sensitive person. But first try to keep faith with yourself. Don't play the role of the martyr—your health and general well-being come first. This, plus your attitudes, has an important bearing on the total outcome of your year. Helping children to have faith in themselves will accomplish wonders. When David became confident, he learned to read very quickly. He had to develop faith first; it is another step in the learning process. By the way, when this happens it helps your own faith. Parents often will have faith in the teacher, or a brother, but not faith in John because he is rather slow. You really must work and dig to reverse an attitude such as that. The parent must be made to realize that he is not helping as he thinks he is. You become inclined to lose faith in the staff you work with if they do not think as you do. It can be very trying to keep faith with some of the teachers you work with. But if you can try to understand them, you have taken a step and can go on from there.

We all worry some about our failures in different areas. But when you have failed to reach a child you have something to worry about. Though worry will not always solve the problem, it is natural to worry. You're going to be all right if your worry causes you to act in a positive manner. If you have not reached a child you can find out why, make suggestions for other help. Do your children worry over their failures? They should show some concern over their weaknesses. They must be aware of them if they are active members of the group.

Sid was unable to write stories. All concerned are aware of Sid's trouble—Sid himself, the teacher, the parents, and his classmates. It would be silly to say we did not worry. But let's worry out loud and find out how we all can help.

When you have doubts about yourself you are likely to be losing faith in yourself. But again you are bound to have doubts about yourself as a teacher, as a parent, and as an example for children. When these doubts turn up something always happens to save the day. Children manage somehow to rise to the occasion. It may be the sudden miracle of Tommy learning to read or the perfect behavior of the group when it is needed the most. It is wonderful that you were able to be present when the miracle of Tommy's reading occurred. Did you cause this sudden miracle? It would be nice to say so. But it was years of work, understanding, patience, and doubts of others before you. Let's not forget this when a child bears sudden fruit in our presence. It was also nice when your class sort of polished their halos extra hard when visitors came. They liked to show off.

We could all go on and on, each one of us telling stories and piling up criteria for this evaluation. It is hard to stop. You won't stop if you read between the lines and think about it.

You will have the test results which will give a small part of the picture of your year to parents, school, and outsiders. But as you think about the staff, children, parents, and yourself, many other questions will cross your mind. If you in your heart can say we all grew a little, worked hard, laughed, were natural, worked together, kept faith, worried a little, had our doubts, made mistakes, then you have had a very happy year. But—just remember, the children you have just had will be the broadcasters of your year.

By ROBERT S. FOX

We'll Make *Next Year* Better!

A good teacher is looking toward the future by considering uniqueness of this particular group and its activities, and the common elements which might apply to other groups. Robert S. Fox is principal of the University Elementary School, Ann Arbor, Michigan.

"EDUCATION IS THE REORGANIZATION of experience." The teacher who is growing is constantly and keenly analyzing what is happening to his group of children and to individuals within the group as a result of the experiences they have had under his direction. He is raising questions regarding the effectiveness of the activities for the group in relation to the objectives which have been established. He is looking toward the future by considering the uniqueness of the particular group and its activities, and the common elements which might apply to other groups.

Miss Claron, a third-grade teacher, was concerned about the small clique of girls in her room that was creating unhealthy tension and competition within the total group. She tried talking the problem over frankly with the girls in the clique and with the class and evolved with them a plan for reseating the group into "clubs" of eight persons to a table. Members of each club tried to get to know other members better, to help them when they needed it, and to give each person within the club the satisfaction of contributing to projects undertaken by the group. Clubs were reformed each eight weeks.

Did the plan work? Did the girls in the clique gain increased satisfaction in their new relationships? Was there something in this whole plan that could be used again in another group with similar problems? What were some of the factors operating with this particular group (which might not be present in some other situation) that contributed to a successful result? These are questions which Miss Claron asked herself toward the end of the year. It is this type of critical appraisal of experience that helps Miss Claron meet new teaching problems with fresh creativity as well as with increased insight and skill.

It is fortunate that few "experienced" teachers really live up to the accusation that they have had "one year of experience twenty times!" More serious is the charge that some of us develop a "bag of tricks" or a set of techniques which may have produced effective results under one set of circumstances and thereafter become the best way to do it for *any* child or group of children. A few days ago I saw just such a list of techniques which had been passed on to a student teacher by her supervisor! We forget that experience, to be really useful, must be *re-interpreted* in the light of new conditions. Improvement in our skills as teachers centers in a *process*, not in techniques. It is the process of being able to understand the needs of a particular child or group of children, to plan activities so that the child has opportunity to meet his needs, to evaluate resultant growth, and to lay new plans.

Let us look at some ways in which we can focus on this process, rather than to look back over the past months with a view toward identifying those things which have "worked" so that we may apply them again next year, or to note those things that "didn't work" so that

What new things have we tried that seemed successful?

Courtesy, Parker School District, Greenville, S. C.

we won't make such mistakes twice! Of course, what can be done in May and June in thus analyzing and interpreting our teaching experiences of the past year is but an intermediate step, but an important one, nevertheless, in contributing to more effective work with children in the future. It can serve to sharpen our thinking about our experiences so that their utilization in the solution of new teaching problems when they arise is facilitated. At this time of year it is one way of dealing with the question, "How can I plan for making my next year with children a better one?"

Time for Looking Back

A first thought might be to set aside some time at the close of the year for introspection. "How effective have I been as a teacher this year?" "Have the children's needs really been met?" "What new things have I tried that seemed successful?" "Where can I improve?" But introspection has its limitations. Most of us find it difficult to analyze our own behavior. Furthermore, we realize our contribution must be evaluated in terms of the growth of the children with whom we have been working.

It may be that this process of self-analysis can be made more effective if someone else helps with it. Perhaps it is the principal who can sit down with us to look at the year's work in perspective. Possibly a fellow teacher can share in this process with mutual benefit.

Preparation for Parent Conferences

An activity which some teachers have utilized as a stimulus toward analyzing and interpreting learning activities in terms of the growth needs of individual children is their preparation for parent conferences or other reports to parents undertaken near the close of the school year. The teacher may ask, "What have been the particular needs of this child? Toward what goals have we been working?" "Have the plans which the parent and I laid in the early part of the year been carried forward, and what changes in the child's behavior have resulted?" A careful evaluation of this type is used in one school not only for the parent conference but is recorded on appropriate forms and filed in the child's cumulative record.

The Whole Staff Cooperates

Cooperative consideration by a whole staff or by several individuals within a

staff of the progress of particular children is a more intensive application of the same technique. Such a "staffing" of a child with whom a teacher has been working closely during the year often serves to raise the insight of all concerned with regard to the needs of that child and the effectiveness of the school program in meeting his needs. Perhaps there are values in a more thorough study of this type that amply compensate for the greater expenditure of time and energy required.

Recently the staff of one small elementary school decided to try such a project. Two children from the same family were selected. This meant that nearly all of the nine teachers in the school had had some contact with one of the children, or could expect to have them in class in the near future. Responsibility for examining the cumulative records at various levels was assigned to staff members several weeks prior to the meeting. One teacher summarized the home background. The school psychologist analyzed test data. The school pediatrician interpreted the medical history and records of health examinations. The sixth-grade teacher (who had had neither child in class, yet) accepted special responsibility for drawing from the discussion leads for the future school program. The principal served as chairman of the discussion.

It was quite evident, as the session proceeded, that each teacher was analyzing the approaches and activities that he had used with one or the other of the children in the light of the more complete picture of the child's development. It is interesting to note that the discussion seemed important enough and rewarding enough to the staff that two additional two-hour sessions were arranged so there might be sufficient time for analysis and planning for the future.

Evaluation of Activities

The evaluation activities included as an integral part of most units carried on in the classroom may be an invaluable source of help to the teacher as he seeks to improve his skills in guiding child growth. How did the activities of the unit contribute to the objectives which children and teacher originally set for themselves? When was interest strongest? Why? Did any of the activities seem too mature for the group? Was there opportunity within the unit for children with varying interests and at varying stages of development to participate meaningfully?

As an example, a few of the evaluation comments of a teacher whose fourth-graders had just finished a unit on "rocks" are noted. The project was one of the first experiences with problem-centered learning for both children and teacher.

The children's eagerness to have "committee time" and their increased skill in handling the first stages of planning for a next project (the unit following "rocks") serve as evidence to me that this first attempt has been successful. I am continually amazed and pleased with the children's ability and enthusiasm!

I found it hard, at first, to provide for every child every day. However, after I found better library facilities and learned how to take advantage of them by securing books covering a wide span of reading levels it became much easier to plan and carry through successfully a program based on child interest. . . .

Correlation between the activities of different committees wasn't as strong as it should and could have been. One reason was that I wasn't familiar enough with basic factual material on rocks. Since my own research was often hurried, I failed to take adequate time to organize and plan the possible activities for the day. . . .

More preparation for the trip through the museum would have been beneficial; such steps could have been taken as discussing the nature of show-case exhibits, and practicing

effective ways of viewing them. Also, the trip would have been more profitable had the guides known just what the children had studied so that they could have concentrated on showing those exhibits which would have contributed most to our objectives. I'll plan to discuss such matters with them in advance, another time.

There is no question that this teacher is growing! She is taking advantage of experience by consciously noting some of the things that proved effective and by analyzing reasons for less successful activities.

Perhaps many teachers do this kind of evaluating in their heads. Some find they approach the matter more carefully and thoroughly if they *write* their conclusions, even though the notes go no farther than the teacher's own file. One school maintains a cumulative file for each class, a file which moves with the group from year to year. It not only contains copies of each of the units which the class has experienced, but evaluative material such as is described above, and other information helpful in interpreting the growth of the class as a group. Implications of such record keeping for improved curriculum planning in terms of the past experiences and further needs of each group of children are obvious.

Getting Acquainted for Next Year

Springtime activities directed toward a new and better school year with children need not be limited to retrospective evaluation of past experience. There are steps forward-looking teachers are taking during April, May, and June, in some situations directly related to the new group of children for which they will be responsible in September. They are exploring every opportunity for becoming acquainted with these children! How can the smooth continuity of learning be preserved so that the next year's experience will build neatly on the preceding one for each child? What special contribution has each child made to this year's projects? What have been the outstanding successes of some of the children? What special programs to help individual children have been started? What has been the social climate in the group?

Miss Donner and Mrs. Jameson, third- and fourth-grade teachers, arranged several times during the Spring to teach each other's classes for a portion of the day so that Miss Donner and the third-grade class which she would have the next year could get acquainted. It proved stimulating for both teachers. Miss Donner not only learned the children's names but found herself able to listen with much greater understanding to Mrs. Jameson discuss the needs and problems of each, and to relate to the children involved the program of individual and group activities that Mrs. Jameson reported.

An important concomitant value of this procedure was, of course, that the children, too, came to regard the next year with greater confidence and less insecurity, for they already knew their teacher!

Study of cumulative records and informal conferences with the preceding teacher with regard to individual children are important additional activities that may be undertaken prior to the close of school.

These have been but a few suggestions directed toward helping make the most of the past year's teaching experience. The creative teacher will devise other activities that will help make the next year a better one with children, realizing that each new year with children stimulates the growing teacher to new plans, new activities, and new projects, guided by the greater maturity found in effective use of old experience.

By MONROE COHEN
ELIZABETH GORDON
JOANN KRIVIN

Student Teachers Look at Student Teaching

This report is full of implications for people planning and working with student teaching programs.

OUR HOPE WAS TO BE COMPETENT teachers of children. We were college graduates who had little or no experience in elementary school teaching, so we entered a one-year-plus-one-summer program set up to adapt us into becoming elementary teachers. The plan of the course was to do practice teaching and attend college classes throughout the school year. Two and a half days a week during the first semester and three days a week the second semester were given for student teaching. We could elect to take our summer courses before or following the full year.

During our year of student teaching we paused from time to time to set down the problems that were confronting us. This problem-stating proved useful in at least two respects: better direction was given to our seminar and course work; our morale was greatly lifted by the realization that difficulties and frustrations were the common property of student teachers.

The first problem we faced was that of adjustment to both personal and professional situations. Some of us were uncertain whether teaching was what we really wanted for a career; many were worried about how children would react to us, and most of us were concerned about the degree of success we would have in this field.

Readiness to Teach

While our goal was to learn how to become a "good teacher," we were not at all sure what a "good teacher" was. Most of us felt that teaching was a skill that could be learned in very specific ways, for instance by sheer mastery of methods and familiarity with texts. During the three or four weeks that preceded our assignment to student teaching situations, we felt we were not acquiring a necessary knowledge of methods and many of us were dissatisfied. We were looking for an answer and were told there was no answer. We were looking for a method and were told that there was no one method. Now we realize there is no one solution, but this is difficult for a beginner to accept.

Seminar discussions about how children develop and learn, curriculum controversies, visits to public and private schools did not especially alleviate our anxieties in the beginning. We needed a frame of reference in which isolated experiences were synthesized. Our student-teaching gave us this focal point.

Getting Started

Once assigned to student teaching situations our problems became less uniform. A few of us were plunged into situations where the cooperating teacher was not eager to have a student teacher.

This report was compiled by **Monroe Cohen, Elizabeth Gordon,** and **Joann Krivin,** who were students (1951-52) at Teachers College, Columbia University, New York City. The authors wish to acknowledge the help of **William Cotton,** one of two supervisors of the program, who worked with them and "facilitated the writing by urging us to be critical of our experience and helping to edit the article."

"My cooperating teacher was not notified ahead of time that she was getting a student teacher and didn't know it until I walked into the room. She was so mad about it she didn't speak to me for a week." In some cases the strained atmosphere never did completely clear up until we were moved to new situations.

Others were more fortunate. "When I saw the classroom I was caught by the soft brown drapes, obviously block-printed by children. I saw no rows of desks but freely spaced tables with linoleum tops, and comfortable chairs in several sizes. There were children's drawings, a storytelling corner, an excellent recording machine, radio, piano, shop table, icebox, library. I was introduced to the children as 'the student teacher we have been waiting for.' The teacher started the day with the children seated around him in a circle. Some free talk first, then on to the plan of the day. I had a chance to start right away when the teacher asked me to type Eleanor's story. I felt very strange examining the big, scrawly words of a child. . . . By the end of the first day I knew the names of fifteen of the twenty-two children."

While a few of us did get situations where we were either welcomed eagerly or almost rejected, the majority of us, though welcomed, remained for a time in the role of "outsider" and did little more than observe. For those of us who were not incorporated into the classroom life, there was the problem of trying to discover what our role should be and how we should assume it. The solution came in various ways and at various times. Sometimes the cooperating teacher showed the way by suggesting a particular activity for us to "take charge of," or the college supervisor suggested leads that worked out.

Sometimes, not too happily, we were thrust into action whether we were ready or not. Occasionally, the cooperating teacher was absent or away and we had to fill in. "A visiting superintendent needed a ride home and my cooperating teacher, who had a car, was summoned. Without a consultation or even a warning she said, 'Now, Mrs. Smith will have the class while I am gone.' I knew of no plans nor was the class accustomed to free time or games. The children, thirty-three strong, rose and began to play at chosen corners of the room. I knew I couldn't get them back to their seats even though at the time I would have liked to. The pressures within the school made me feel that because there was noise, because this was not planned by me, because the next-door teacher came in to shout at the block-builders—*This Was A Failure.* I was little comforted to find the children began to come to me, 'Can I build a castle too?' 'Can I read this book?' There was a hectic feeling of rush to get in as much excitement as possible before Mrs. X returned. A block castle tumbled to the floor accompanied by screams of despair from its builders. Mrs. X appeared, stomped to her desk, slammed down her pocket-book and shouted, 'Get to your seats, EVERYONE!' *Control* had returned."

Few of the initial stages of assuming responsibility for guiding children were as unfortunate; a conference with the cooperating teacher usually proved most helpful in getting ready for the trial alone. "The teacher was away on a school-visiting program all morning, and I had the opportunity and responsibility to have complete control of the group. Started off letting the children talk about trips, movies, and experiences of the Thanksgiving week-end. Biggest problem was how to go about restraining children who were obviously becoming bores to the other members of the group. During gymnasium period I worked with Henry

and Esther again on reading and took a few minutes to get Minn and Eleanor started on some art experiences. After physical education I got various writing activities underway: some children working on stories, others writing letters to Annette, others correcting spelling. For the last fifteen minutes the children read their stories. When finished I read the rest of Mark Twain's 'Jumping Frog.' I felt exhilarated when the morning was over; think the children did, too."

Relationships

We soon found out that the cooperating teacher was the most important person in our student teaching experience. In the beginning there were adjustments to make and it worked out best when both the cooperating teacher and student did some adjusting. In a few cases, as chance would have it, we were very well matched in terms of personality and outlook on teaching. In most cases we both had to work hard to build up a working partnership. "By the end of the first week I was having the whole group for short periods. But I thought this was too fast for me so the teacher and I sat down and talked it over. Then we planned more carefully just how I might proceed. Whenever I worked in a controlled situation I would afterwards have the opportunity to talk the experience over with the teacher."

Since there were two student teachers in some of our situations, we had to work out the problem of sharing the various experiences. It was also necessary for us to arrange times when one of us could be alone with all the children and times when each could have individual conferences with the cooperating teacher. As students we could be aware of and take the initiative in these problems.

In some schools the principals took an interest in our presence and went out of their way to ask our suggestions and make us feel as if we were an integral part of the staff. "Last Tuesday I attended my first meeting of the staff. I volunteered to help on the Bulletin Committee; have decided to take advantage of every opportunity to make myself a functioning member of the school. During an intermission in the meeting I commented to my cooperating teacher on the possibility of the staff members using part of the meeting time to exchange news about the activities that were taking place in their classrooms. When the meeting got underway again he presented the idea to the group and it brought forth a strongly favorable response. So came about my first contribution, anonymously, but important as far as my own satisfaction goes." However, not all of the schools provided for this sort of inclusion in their work.

In the beginning of the year some of us wondered why the cooperating teacher could not do the job of the supervisor. As we ran into problems, such as dissatisfaction with the situation, it was very helpful to have someone outside the immediate classroom situation with whom to analyze one's placement and progress. The objectivity of the supervisor gives him a perspective in helping students to evaluate interpersonal relationships. Each supervisor also guided his small group in weekly seminar meetings. It was comforting to share with our peers the challenges we were meeting in the classroom.

Courses and Student Teaching

Carrying courses, commuting, and student teaching provided quite a load and most of us felt disturbed because we could never wholly devote ourselves to either the teaching or the courses and as a result could not do our best in either.

Some of us thought we should have our courses first so we could go to our student teaching positions feeling more secure and competent. Others thought the courses would have more meaning after student teaching because we would know what to look for.

Our own feeling is that, ideally, the summer session should be required before the student teaching year, to help orient the student in the field. He should then go on to student teaching full time in the winter session; and, classes full time in the Spring, with observations. Toward the end of the year our enthusiasm began to wane, perhaps because of the duration of this experience. We were anxious to have a class of our own.

Problems Summarized

The following statements are other verbatim comments made by students in a group conference held mid-way through the student teaching period.

Readiness to Teach

- Many of us who go out to teach don't have a philosophy of education and teaching. Many of the teachers don't seem to have one either.
- It would help us to break into the situation if the teacher would assign specific duties when we first come, such as attendance taking. I didn't really feel at ease until the teacher was ill and I had the class all to myself. Then taking over and handling the children all by myself was a shock.

Cooperative Planning and Teaching

- The teacher doesn't spend any time with me in planning or giving help.
- Another difficulty arises if the teacher is strict and the student teacher is easy with the kids. Then we have a hard time of control. It sort of reflects on the teacher.
- I think the idea of teaching with the cooperative teacher as a sort of team or unit is good. Develop a partnership in teaching. For instance, if I'm teaching, the teacher may act as recorder on the blackboard, or enter the discussion at points where he may have some special information; it should act the other way around too.
- I think we should stress the fact that the cooperating teacher is not being observed and under scrutiny. They feel that they are the ones being observed when our supervisor comes around.

Guiding Children

- The atmosphere of the whole school and my classroom was such that I would not have dared to use newer methods I've seen. There is a big gap between theory and practice. Teachers say this theory just won't work.
- I think that student teachers should always experience handling the total group for a long block of time. Too often we just teach one lesson and then give the class back to the teacher. We need the experience of moving the group from one activity to another, how to do it efficiently and without letting the group get away from us and creating an uproar. We just sit and observe too much and don't really see the problem involved in handling the group over a block of time.

Courses and Student Teaching

- We think having five full days of teaching would be much more valuable to us. As it is, we lose the thread of things, the continuity of what's going on in the classroom. We might have a semester of just education courses, and then do full time student teaching with perhaps a seminar. That would give us the continuity that we miss now.
- Our courses should give us some leads and ideas to new ways of doing things.

For instance, new and creative ideas and methods of teaching spelling or reading. I know that we should be creative, but sometimes we run out of new ideas—there is a limit.

Role of the Supervisor

• My supervisor came three times and always at the same hour. So all he has seen me do is the same thing. He's never seen me do other things. He doesn't get a clear picture of what I'm doing.

• I never know when the supervisor is coming. I would like to know not the specific hour but what morning or afternoon, for instance. Then he would be more sure of seeing me doing something.

Evaluation

• Evaluation is not concrete and specific. The cooperating teacher doesn't seem to have anything to do with it. Evaluation seems to fall entirely to my supervisor.

• More specific criticism is needed. My teacher would say, "That was pretty good," but that is so vague. It was good for morale in the beginning but we need constructive and specific suggestions.

• Evaluation is necessary—even if limited. There should be frequent opportunity for evaluation, perhaps once or twice a week, or after specific lessons. I don't feel that I should ask my teacher to stay after school, so we often do this during the lunch hour. But that isn't too good with other teachers around and the noise.

It Seems to Us

These comments illustrate how varied the individual definitions and solutions to problems were. Although there was no one solution, appreciating the way different people perceived their situations gave us insight into our own. We agree that we were helped throughout the year by recognizing our quandaries and sharing with others. We have concentrated on the problematic aspect of the year's experience because those situations which did not resolve themselves demanded active choices and judgments on our part. For the largest part, student teaching is and should be a satisfying learning experience, a challenge to thinking, and a stimulus to the imagination.

THE ELEMENTARY SCHOOL MORE NEARLY THAN ANY OTHER INSTITUTION gathers together all the children of all the people. Here is democracy's greatest laboratory. Here are the followers, here are the leaders. Here are people, children and adults, who would never come together were it not for the school. Here in this laboratory everyone has a "turn." Here both sides of a question are considered. Here children, in the presence of adults, are helped to make judgments and adjustments to living. Here these children and adults, the leaders and the followers, work together in a cooperative process, the only method by which democracy can become a way of life.—MARION NESBITT in *A Public School for Tomorrow*, Harper, 1953.

By HAROLD D. DRUMMOND

A Region Improves Its Schools

New ways of working cooperatively are being explored. It has been interesting to watch the outcomes of the Southern Association's Cooperative Study in Elementary Education—for its scope is large and its objectives concrete. Harold D. Drummond is associate professor in elementary education, George Peabody College for Teachers, Nashville.

"WHAT OTHER SUGGESTIONS DO YOU have?" a teacher asks her colleagues. "I did my best to squeeze all the possible values out of the situation that day David arrived. Ever since I've been thinking of what I might have done—and I've tried several additional things but, frankly, I'm not satisfied. There must be some way to get more of value out of a child who is new to the group. What else might I have done?"

A teacher in another school says, "As I see it, the following positive values were supported by the group's action: concern for the welfare of others was evident; several children, who had previously been reticent, participated actively in planning; Julie for the first time achieved a leadership role; and all of us seemed to enjoy being together more than on any previous day. Maybe we didn't live up to the possibilities that existed in the situation for learning how to do long division, and Peter still seemed a bit aloof, but I feel good about what happened—and I believe the children did too."

A parent says, "In this bulletin it says that good schools help children develop interesting things to do in their leisure time. Is ours really doing that? Seems to me that my John is only interested in TV and comics. Could our school do more to develop hobbies? Maybe some of us parents could help by developing some hobbies ourselves."

An assistant professor says, "We ought to look critically at our whole professional sequence of courses. Here's a bulletin which supports large blocks of time instead of fifty-minute periods for materials and methods courses. It also supports a quarter of full-time student teaching. Shouldn't we spend some time studying these recommendations, determine those with which we agree, and identify those which we can't accept? We could then make specific plans."

An elementary school principal says, "I wish there were some way to help Miss Rochester develop a more attractive room. She does some things so well, but her room seems drab. If she could only see what good teachers in our area are doing!" His principal friend asks, "Have you a copy of *Promising Practices in Elementary Schools?* It's made to order for persons with your problem."

The preceding situations are all fictional—but similar expressions have been made with increasing frequency in the region served by the Southern Association of Colleges and Secondary Schools. A coordinated and cooperative program of elementary school improvement, which has been under way for several years, is responsible for some of the progress.

How Regional Progress Started

Regional action for the improvement of elementary schools is something new

in American education although generally practiced at secondary and college levels. The experiment in the South grew out of a three-year study by a committee of the Southern States Work Conference which considered ways of improving elementary education. After considering a number of alternatives, members of the group decided to approach the Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools suggesting that a South-wide improvement program be undertaken. The Commission agreed to attempt to secure funds for an initial experimental year. The General Education Board not only financed the exploratory year, but provided funds thereafter which made coordination of the entire project possible.

Unity and Diversity

The organizational structure which was developed for the regional study grew out of the cooperative experiences of the group in the Southern States Work Conference. In each of thirteen states a committee on elementary education was appointed by the superintendent of public instruction and the secretary of the state teachers' association. The chairman of each state group automatically became a member of the Central Coordinating Committee which planned conferences and workshops in order to develop a regional action program.

During the first year of the study each state group identified problems on which they wished to work. At the end of that year, representatives from all the states agreed to make a cooperative attack on four problems common to the region: (1) the improvement of personnel, (2) the education of parents concerning elementary schools and their needs, (3) the development of an effective procedure for the systematic evaluation of elementary schools, and (4) the encouragement of curriculum improvement programs. All state groups collaborated in furnishing information, ideas, and personnel in order to develop an effective regional program of action in these four areas. In addition, however, each state committee worked on other problems deemed important by the group. Diversity and unity were thus simultaneously provided for and achieved.

Improving Personnel

How to get, educate, and keep effective teachers, principals, and supervisors was the concern of one of the four regional committees. After two years of concentrated effort, including regional workshops and conferences, the committee was able to draft recommendations for the *Education of Elementary School Personnel.*[1] The publication was drafted in the hope that reciprocal agreements for certification of teachers and similar standards for teacher-education institutions might be approved by the various states. Although that purpose has not yet been achieved, many improved programs have resulted from the participation of hundreds of educators in the planning.

Educating Parents

The regional group selected to gather facts about elementary schools for presentation to parents initially believed that the dire plight of schools in many communities in the region needed to be told in dramatic fashion. As members of the group worked together, however, they became convinced that a greater need existed for a simple description of characteristics of a good elementary school. Twenty basic elements of *Good Schools for Children* were agreed upon

[1]All publications of the study are available from the Southern Association of Colleges and Secondary Schools, 316 Peachtree St., N.E., Atlanta, Georgia. A brochure describing the publications and giving prices will be sent upon request.

and simply described. The bulletin which presents them is attractively illustrated and has been used by thousands of parent groups as the basis for discussion and evaluation.

Stimulating Self-Evaluation

Most persons agree that the development of a guide for *Evaluating the Elementary School* has had more to do with progress in elementary education throughout the region than any other of the activities of the Cooperative Study in Elementary Education. A tentative guide, which was developed in a regional workshop, was used experimentally for one year in pilot schools throughout the region. Extensive revisions were then made. Thousands of schools have used the guide as a basis for cooperative study, and several state departments of education are currently encouraging its use as a desirable method for bringing about fundamental improvement in elementary schools.

Evaluating the Elementary School differs from most other evaluative instruments because *values* are constantly emphasized. Each faculty group develops its own conception of what is good through analysis of actual school situations. Each group is urged to develop, after agreeing on viewpoint, a common conception of what the school should do —its functions. Then, by utilizing the same process—the analysis of what is—the staff is encouraged to evaluate program, resources, and planning.

Standards are *not* provided faculties. Numerical ratings are *not* made. Rather, each group is encouraged to describe present provisions in all aspects of the school's functioning, to identify strengths and weaknessses, and to make specific plans for improvement. The guide is organized for flexible use. Some groups, having developed a common viewpoint, have decided to concentrate first on resources. Usually such groups discover that they need to consider program and functions before decisions are made regarding resources. Some dramatic changes in school environment have been made in numerous instances, however, before careful analysis of the program was undertaken. Parents and pupils share in the process of evaluation. Few faculties ever finish, and none finish that really catch the spirit of the process. The guide frequently becomes fairly unimportant to the group—and that, too, is probably desirable. The guide helps the group to get started and to focus attention on values. What happens then depends on the group, the leadership, and the school situation.

After four years of cooperative evaluative activity, most persons in the southern region are sold on the idea of *self*-evaluation which is a continuous process entered into voluntarily when faculties are ready for it. The concern for accreditation based on standards, which are meant to be minimum but frequently become maximum, has been replaced by a concern for improvement. Better learning experiences for children—no matter how good they are at the outset—result from systematic, total-school cooperative self-evaluation.

Sharing Good Ideas

The fourth regional committee undertook to stimulate improvement of learning experiences for children by identifying and disseminating promising practices. The state committees and the state departments of education invited each elementary school in the region to describe in word and picture one or more aspects of its program. State committees screened the thousands of practices which were submitted, and a regional group performed a similar task. *Promising*

Practices in Elementary Schools is a pictorial and verbal record of some of the many outstanding activities which were identified. Several state groups have, subsequently, developed their own bulletins based on the unused data. Each faculty that participated in identifying and describing a promising practice undoubtedly received value from looking for good things right at home.

A Look Ahead

A little over a year ago the Cooperative Study in Elementary Education officially ended, but regional effort for the improvement of elementary schools is proceeding unchecked. A proposal asking the Southern Association of Colleges and Secondary Schools to continue to support elementary school improvement through its Commission on Research and Service was approved last December. School systems are now being asked to support the regional program through annual membership fees based on enrollment. The only requirement for membership in the cooperative program is a simple one—for each school in a system to agree to work on a problem of its own choosing in its own way.

Better schools result when people work together. The cooperative approach at the regional level, under the sponsorship of the accrediting association, has proven to be a sound way of stimulating significant programs of elementary school improvement. Those of us in the southern region hope that some of the other accrediting associations may soon realize that good colleges and good secondary schools cannot exist without good elementary schools.

Country Teacher

She taught us how to understand
The mystery of little living things—
The egg's enigma and the daily miracle of wings.
She taught us how to find within the pages of a book
The answers to the questions
We had brought from field and brook.
Because of her, we'll always long to go
When come the first spring pipings of the birds;
Because of her, all through our lives, we'll know
The color and majesty of words.

—Mauree Applegate in *Helping Children Write*
International Textbook Co., 1949.

By WINIFRED E. BAIN and MARIE T. COTTER

Ho Hum!

What Shall I Read This Summer?

THE ENSUING LIST OF SUGGESTIONS MIGHT BE SUBTITLED THE SWAN song of the book reviewers. When the editor asked us to prepare a list of suggested books for summer reading suited to the taste and interests of CHILDHOOD EDUCATION readers, we stopped in our tracks and said both to ourselves and to the editor, "Who are we to select books to meet the varied and seasonal interests of this great group of people?" Even the summer thermometer is no constant factor in their far-flung geographical locations. And further, this summer list had to be compiled during the stern realities of winter by two people acclimated to New England's rugged weather.

Then the thought came that we should get more diverse and wise suggestions by widening the source. Hence we addressed an appeal to all the people who had reviewed books for CHILDHOOD EDUCATION during our two-year term of service as book review editors now drawing to a close. Each was asked to suggest a book, preferably not one that had been reviewed in our column, but one that had recently been enjoyed by the reviewer or was on his list to be read at earliest convenience.

The letter was sent with understandable misgiving to these busy people who had already contributed generously of their time in writing reviews. To our surprise, the telephone and the postman started ringing and people dropped in bringing suggestions, comments, and questions. "Will it be all right if I get a few associates together to think up titles of nonprofessional books that help you understand children and teaching?" Or, "I knew the book to suggest the minute you asked." Or, "I'm sending a half dozen titles but I didn't include my favorite 'who dun its'." (The compilers regret this omission.)

Here is the list. You'll agree it has diversity and scope. We hope you'll find the book you want for just the right time and place. May each add just the touch that will complete for you a happy summer.

Biography and Travel

STRANGE LANDS AND FRIENDLY PEOPLE. *By William Orville Douglas, N. Y., Harper, 1951.*

Sensitive, readable firsthand account of conditions in an important part of the world which Justice Douglas visited in 1949-1951 on his trips through Persia, Greece, Israel, India, and the Arab and Moslem states.

LAND BELOW THE WIND; THREE CAME HOME; WHITE MAN RETURNS. *By Agnes Newton Keith. Boston, Little, Brown, 1939, 1947 and 1951.*

The life story of the Keith family, their years in North Borneo before the war, prison camp ordeal, during it, and afterward their return to the life they had grown to love. These are personal reminiscences told with humor and intelligence.

A MAN CALLED PETER. *By Catherine Marshall. N. Y., McGraw-Hill, 1951.*
Catherine Marshall has done this biography of her minister husband whose personal magnetism and eloquent sermons drew so many people to him.

ABRAHAM LINCOLN. *By Benjamin P. Thomas. N. Y., Knopf, 1952.*
A new one-volume portrait of Lincoln with a straightforward, sympathetic interpretation of his personality.

WINDOWS FOR THE CROWN PRINCE. *By Elizabeth Gray Vining. N. Y., Lippincott, 1952.*
Mrs. Vining's account of her four years as English teacher to the Crown Prince is a sensitive, charming analysis of contemporary Japan.

Fiction

THE SPIRE. *By Gerald Warner Brace. N. Y., Norton, 1952.*
Here is the story of faculty life in a small college during an academic year which Henry Gaunt, the protagonist, finds neither easy nor peaceful.

THE CRUEL SEA. *By Nicholas Monsarrat. N. Y., Knopf, 1951.*
A powerful novel of war at sea and the heroic crews of the British corvettes who faced ferocious storms or deadly U-boats with equal courage.

CRY, THE BELOVED COUNTRY. *By Alan Paton. N. Y., Scribner, 1948.*
The sufferings of his race are epitomized in this profound and beautiful story of the humble Zulu minister who finds his son has murdered a white man.

THE CAINE MUTINY. *By Herman Wouk, N. Y., Doubleday, 1951.*
One of the most popular and significant of contemporary novels whose brilliant, exciting record of Navy life on the Caine deservedly won it the Pulitzer Prize.

Today's World

ON BEING HUMAN. *By Montague Francis Ashley-Montagu. N. Y., Schuman, 1950.*
Brings together very readably the leading scientific data to support the principle that cooperation, not conflict, is the natural law of life.

THE LOYALTY OF FREE MEN. *By Alan Barth. N. Y., Viking, 1951.*
Loyalty and national security can flourish by the side of freedom of thought and speech in America.

ROADS TO AGREEMENT. *By Stuart Chase and Marian Taylor. N. Y., Harper, 1951.*
"A journey of exploration" through the field of group dynamics. Indicates for the layman techniques for bringing harmony in the areas of human conflict.

WORLD HORIZONS FOR TEACHERS. *By Leonard S. Kenworthy. N. Y., Bureau of Publications, Teachers College, Columbia University, 1952.*
Much in it for teachers struggling to adjust themselves to a chaotic world in the birth pangs of an emerging world community.

FREEDOM IS THE RIGHT TO CHOOSE. *By Archibald MacLeish. Boston, Beacon Press, 1952.*
Essays dealing with public affairs which make an "eloquent statement of the liberal analysis of the crisis of our time."

McCARTHY: THE MAN, THE SENATOR, THE 'ISM'. *By Ronald May and Jackson Anderson. Boston, Beacon Press, 1952.*
Detailed account of the career of the Senator in which the authors have assembled a mass of documentation to support their case against McCarthyism.

On Teaching

HYDE OF BOWDOIN: *By Charles Burnett, N. Y., Houghton Mifflin, 1931.*
This is the biographical account of a distinguished college president, but it will interest all thoughtful teachers, because he was first and foremost a *teacher* and a *philosopher.*

THE TEACHER OF TEACHERS: Frontiers of Theory and Practice in Teacher Education. *By Harold Rugg. N. Y., Harper, 1952.*
The distilled wisdom of a veteran teacher-educator.

MY COUNTRY SCHOOL DIARY: An Adventure in Creative Teaching. *By Julia Weber. N. Y., Harper, 1946.*
A warm and vivid account of what the

Winifred E. Bain, president, and Marie T. Cotter, librarian, Wheelock College, Boston, have served as Editors of "Books for Teachers" 1951-1953. Full length reviews will be found in this month's review section as usual.

author and her children did during four years in an isolated mountain school. Excellent teaching and exciting learning result from their rich use of community resources.

EDUCATION AND THE NATURE OF MAN. *By Earl C. Kelley and Marie I. Rasey. N. Y., Harper, 1952.*
A survey of what—especially in recent years—has been learned about human nature and how this knowledge can be applied to methods of teaching.

CHILDREN OF THE CUMBERLAND. *By Claudia Lewis, N. Y., Columbia University Press, 1946.*
In comparing children of a Greenwich Village and Tennessee mountain nursery school, the author shares with her readers the daily incidents, the visits to mountain homes, the words of the children. A classic in its field.

OUR CHILDREN AND OUR SCHOOLS. *By Lucy Sprague Mitchell. N. Y., Simon and Schuster, 1950.*
Helpful firsthand materials are included in this "analysis of how today's school teachers are meeting the challenge of new knowledge and new cultural needs."

About Ourselves

THE MATURE MIND. *By Harry Overstreet. N. Y., Norton, 1949.*
Defines the psychological foundations of maturity, and the forces which help us to develop the degree of maturity we have.

Studying Children

MORNING FACES. *By John Mason Brown. N. Y., Whittlesey House, 1949.*
Humorous sketches celebrating the excitements, disappointments, surprises, and joys of being the parents of two small boys.

DIARY OF A YOUNG GIRL. *By Anne Frank. N. Y., Doubleday, 1952.*
The rich, poignant diary of an adolescent German-Jewish girl who lived with her parents in a warehouse in Holland during the Nazi occupation. The diary was discovered and saved by friends after her death in a concentration camp in 1945.

UNDERSTANDING YOUR CHILD. *By James L. Hymes. N. Y., Prentice-Hall, 1952.*
A practical discussion of youngsters, the art of living with and understanding them.

IN SEARCH OF SELF. *By Arthur Jersild. N. Y., Bureau of Publications, Teachers College, Columbia University, 1952.*
An explanation of the role of the school in promoting self-understanding. Based on answers of 3000 young people to questions, "What do I like about myself? What do I dislike about myself?"

EXPLORING THE CHILD'S WORLD. *By Helen Parkhurst. N. Y., Appleton, 1951.*
Bases for the book are the results of 3000 questionnaires and hundreds of interviews which the author recorded to reveal and document the hidden fears and thoughts of children.

THEY LEARN WHAT THEY LIVE. *By Helen Trager and Marion Radke-Yarrow. N. Y., Harper, 1952.*
The report of a study of racial and religious prejudice in young children conducted in the Philadelphia Public Schools.

Art

ART IS FOR EVERYONE. *By Martha Simpson, N. Y., McGraw-Hill, 1951.*
An elucidation of modern art by an American painter who writes in popular vein on art history and appreciation.

Music

CHILDREN AND MUSIC: An Informal Guide for Parents and Teachers. *By Beatrice Landeck. N. Y., Sloane, 1952.*
Sound advice for parents and teachers who hope to encourage a taste and liking for music in their children.

Science

THE SEA AROUND US. *By Rachel Louise Carson. N. Y., Oxford Press, 1951.*
A fascinating study of the processes that formed the earth, the moon and oceans, told with surperb beauty, force, and rare literary skill.

DRIFTWOOD VALLEY. *By Theodora Stanwell-Fletcher. Boston, Little, Brown, 1946.*
Experiences of the author and her naturalist husband in the British Columbian wilderness.

Arithmetic

TEACHING THE MEANINGS OF ARITHMETIC. *By C. Newton Stokes. N. Y., Appleton, 1951.*
One of the more recent and better titles on the teaching of arithmetic.

By EARLUTH EPTING

We, Too, Need Music--

"Somewhere a child in the dawning is singing,
Free as a bird when it welcomes the day,
. . .
We, too, need music to lift us and cheer us,
Come then, and sing all our cares away."
—PETER W. DYKEMA

WE BELIEVE THAT IN THE ELEMENTARY classroom we must create for children days of living which are good. These days must be flexible and changing as children are flexible and adaptable. So we provide opportunities for all children to experience and fully realize the personal and educational values that can come to them through music.

Music in the elementary school curriculum has moved away from rigid emphasis on theory, technique, and musicology, and the stress and strain of perfectionism in preparation for performance. Rather, music has taken its place in the broader scope of the education program as an effective means of meeting children's needs. It provides opportunity for democratically working and playing together and in stimulating creative thought and activity.

Too often we have thought that aesthetic enjoyment and cultural enrichment could come only through a perfect performance of the art. (Is there such?) Almost without exception, perfection of performance has been defined by the adult concept. The child's world embraces the experience of seeing, feeling, reacting, experimenting, sharing. His chief concern is the process rather than the product. It is important for the child to find "joy in the doing" so that he will want to return to the activity again.

Refined craftsmanship and skill come only with experience and maturity but do follow as a natural corollary to the enjoyment of an art for the sheer joy of doing it.

We believe that in the elementary school the classroom teacher can best make music a vital, living part of everyday life, closely related to all the activities of the classroom. So we provide opportunities for all children to explore music, to learn "music" as a science and developed skill, and to put into practice the "music" they have learned by sharing in many ways.

We try to provide an opportunity for each child to succeed in some musical activity . . .

. . . by free, spontaneous, happy singing.
. . . by expressive bodily movement and dramatization.
. . . by discovering the joy of listening.
. . . by making music with instruments.
. . . by creating original songs and instrumental melodies.

We would have the child turn to some phase of music activity in satisfying his need for physical activity, communication, group association, self-expression, teacher approval and affection.

Singing

Their own lack of vocal confidence prevents many classroom teachers from attempting any type of music activity in their classroom. There was a time in many schools when "public school music" meant singing and nothing more. In these situations the special "public

Earluth Epting is director of music education, Fulton County Schools, Atlanta, Georgia. Miss Epting has quoted the verse from "Somewhere a Child Is Singing" which is in Music Everywhere, C. C. Birchard Company.

chool music teacher" came at a set time or the singing lesson, with its "so-la-ti," s "correct singing, voice placement, and roduction," and its "essential technical oundation." The classroom teacher often elt too inhibited and ill at ease to attempt to provide any contact with music or children.

Singing is a completely natural activity for children. Notice the singing ant of the teasing on the playground. id they have to learn to sing it? We ant to capture and hold for children e joy of free, spontaneous, and happy nging. We want to create and make possible classroom situations in which children will be encouraged to express themelves in song, situations through which nging together becomes a natural social ctivity in the classroom community.

With the fine recordings of songs prided by the publishers of all of the chool music series, singing in the classoom is no longer entirely dependent on ie voice of the teacher and his ability o learn to sing the songs in the text or o teach them. In this day when children re so keenly attuned to radio, television, nd recorded music, singing to recordngs in the classroom is a natural, happy ctivity, especially when choices have een made by genuine, cooperative upil-teacher planning.

Our first purpose in developing a singng classroom is to make this phase of nusic a broad, meaningful experience. f singing together in the classroom can e a happy experience, we will also enoy singing in church, singing with riends around a campfire, singing alone t home, or on a long trip in the car, inging for relaxation, self-expression, nd personal fulfillment.

Haven't you encountered adults in hurch who determinedly set their lips n a thin line and vigorously shook their eads when you offered to share your hymnal with them? I am always certain that at some time during their youth they suffered a teacher who sat them with the "blue jays" rather than the "wrens" or the "larks." And I am certain that when alone they whistle while they work or sing in their shower.

When every member heartily takes part in singing as a group activity, the reading of notation and the theory of music structure become intriguing fields of exploration. If the teacher does not feel secure in teaching note-reading, and if assistance of a music consultant or a supervisor is not available, it is here the classroom teacher may call on resources within the classroom or the community—the child who studies piano or another instrument outside school, a church organist, or a parent.

Movement and Dramatization

Movement can convey reactions and feelings far more effectively than words. A raised eyebrow, a shrug of the shoulders, or a sweep of the hand can convey ideas and attitudes which children might find difficult to express in words.

Movement to music is essential in a program of activity in the classroom. It gives free play to imagination in expressing ideas and emotions. It provides opportunity for physical and social growth. Movement to music satisfies the child's love of a need for motion. When properly directed it can become a means of bringing about an understanding and appreciation of music itself.

Imitation and dramatization, formal patterned singing games and folk dances, and free interpretation provide movement to music. These things develop and maintain social unity in the classroom.

Here again, best results are obtained when the classroom teacher is the guiding factor—a participating member of pupil-teacher planning.

A more broadly democratic type of group activity is brought into play when teacher and pupil study directions together. The directions for singing games and dances are found in the song texts or school or city library books.

When the class selects the material and determines a balanced length of time for discussion and for performance, the interest of the group is focused on spontaneously playing and dancing together rather than on preparing for an audience. Then we have truly achieved "whole group consciousness" which is too often destroyed when we divide the group into "committees" and "performing units."

Listening to Music

In planning together for listening to music, discussion might center first around different ways of listening.

Sometimes we listen to music in order to respond through bodily movement or in order to "catch the tune" of a song so we can join in singing it. Sometimes we listen to music very quietly in either a relaxed, recreational situation or in a formal situation demanding our very best concert-audience manners.

There are significant psychological differences between shared listening and solitary listening. Children need to experience both. It is important as a growth experience for the child to make his own musical discoveries through listening. And it is important at times that he share these discoveries with the group.

Discovering music can mean many things to many people. Musical discoveries of elementary children can be, and will be, as varied as their backgrounds and the musical opportunities and training of their teachers.

To one classroom teacher the function of listening to music might be to provide an experience through which children may gain an awareness and understanding of the structure of music, its repetition of melodies and rhythmic patterns, and an awareness of the mood with its changing tempo and intensity.

To another teacher, listening to music might only provide a refreshing pause in a heavy academic schedule or bring a bit of colorful beauty into the classroom. In so doing he would hope to reveal to the children, even though vaguely, something of the meaning of music as an expressive cultural medium.

Listening to music, for whatever purpose, can be an exceedingly significant, stimulating, and valuable personal and group experience. Children are surrounded today by many opportunities to find pleasure and relaxation through listening to music on radio, television, and personal record collections. Mindful of this, the classroom teacher will want to help children become aware of the opportunties for listening, the personal joys that can be theirs through listening, and to be discriminate in their selection of listening experiences.

The Role of Instruments

In the elementary school, instrumental music is too often confined only to band and orchestra classes taught by an instrumental specialist.

The playing of instruments is often a medium of participation for children who are not successful in other areas of musical activity—particularly singing or expressive bodily movement. The boy whose voice is changing or the girl whose weight makes her awkward in moving to music can experience self-fulfillment, successful achievement, and cooperative group participation by playing the tom-tom for a dance or the autoharp for singing.

The classroom teacher who has had little technical instrumental training can do much in using the "easy-to-play" in-

struments and "child-made" instruments with music activities in the room.

Rhythm instruments, objects of all kinds—capable of producing only one musical sound when struck together—provide a fascinating background of sound for singing and dancing.

Melody instruments are almost anything that can be tuned to play a scale. They set tune patterns for singing or perhaps an obligato for a song and blend themselves to experimental tune-making.

Accompanying instruments which may be owned by children (autoharp, ukelele, banjo, or guitar) add colorful background to folk songs and dances. They can be put to good use by the classroom teacher, much to the joy of pupil-owners.

Making music with instruments provides unlimited opportunities for initiative and leadership in individual and group planning. In constructing instruments and in deciding which instruments could best be used to accompany a song or dance, children can learn a great deal about working and planning together. They learn much more than one might realize about music per se.

What children learn by experimentation and exploration they learn very well. Making music with instruments, particularly instruments they have made, provides one of the finest opportunities for free musical experimentation and creative self-expression.

The Original Song or Tune

"Creative response, in all its forms and aspects, is an act of self-expression, a realization or projection of something that comes from within." (James L. Mursell, *Music and the Classroom Teacher*. Silver Burdett, 1951.) When the spirit of the classroom-community is such that children are free to conceive and express their ideas—free to be themselves—creating melodies to be sung or played will be a normal, spontaneous activity. These may be sung to original or familiar verse or they may be tunes to be played on melody instruments.

Photo by McGrath, San Antonio, Texas

Children learn by experimentation and exploration.

It matters little whether the teacher is prepared to translate the song into notation. It matters only that children turn to music as one medium through which they express themselves.

The self-contained classroom employs an experimental type of teaching and develops an inquiring attitude on the part of children. It is a laboratory where they examine facts and information, where they express opinions, make comparisons, and reach conclusions. In such a classroom the teacher explores each of the various subject matter fields with the pupils and thereby grows more adept in leading them in daily classroom activities which will provide optimum growth and development for each.

The classroom teacher is the key for making music a reality for all the children. It is only through his efforts that they can become aware of music, experiment with it, and make it a dearly loved possession.

By EDNA G. BUTTOLPH

Music with Young Children

How do you begin music with the four and five year olds? What do I do about pitch and tone? This article has been prepared by Edna G. Buttolph from her experience in the Harriet Johnson Nursery School and Bank Street College for Teachers, New York.

THE EXPERIENCE OF USING MUSIC WITH children in rhythmic motion and song is so rewarding, and response so spontaneous and enthusiastic, that it should have an important place in children's growth and education. Too often it is left to a specialist, coming once or twice a week, or approached with great hesitation by the parent or group teacher whose music training may be limited. Frequently, the attitude of the specialist is not a happy one, because *music* and not the *child* is on a pedestal, where, to be sure, music properly belongs, but not in the early years. *Music for the child*, not the child for music, is an emphasis which nourishes a love that blossoms into daily use, becomes a valuable part of the child's life, and eventually, he puts it on that pedestal.

Education is a process of growth and music is a cultivator of the soil! In fact it is a cultivator *plus* because of the child's immediate, joyous response. "There is no such thing as an unmusical child," someone has rightly said.

Motion or rhythm of music, that basic fundamental, makes an immediate appeal to our constantly moving children, and opens the door to an appreciation of its color, design, melody, and harmony. No one needs feel unmusical. Often an untrained but aware sensitive adult can do more with children than the cultivated artist! Plato wrote long ago, "The beginning is the important part of any work. The function of beauty in the education of children is to lead them imperceptibly to love, through sensory experiencing, what they will afterwards learn to know in its own form as an *intelligible principle.*"

Very often as a small child plays with blocks, a doll, or a train, a vague little hum of busy content will be heard. The listener can catch this, repeating it—just a few measures perhaps—much to the child's delight. His unconscious humming then becomes a real song which can be added to, repeated, and excites a definite interest in other songs, motions, and games.

Rhythms, a Good Beginning

The approach with little children can be a most creative experience. Much of what we do with four- and five-year-olds depends on this approach. When we have no way of knowing what has gone before, there are a few fundamentals that almost invariably make a good beginning. Rhythmic activity is chief among them.

Music moves, and so do children. Frequently the teacher requires this motion to be "in time" with the music—a march or a skip, a run or a slide, a ring game perhaps—all of these belong in the picture, but "basic movement," (using the entire body, sometimes with music, sometimes without) is too often left out. For example, it is fun to sit on the floor and rock. There are many ways of rocking—some little feet may go daringly high in the air, even touching the floor over the head. Watching

this, the observing teacher can develop a "togetherness"—a form which brings in all the varying rocks. This can end in an exciting climax, using rhythmic music or a song, made up to suit the occasion, as an accompaniment. The rocking may be from side to side like small boats in high waves, or develop into spins of many varieties, changing direction at an agreed signal to avoid dizziness.

Motion of this sort is vigorous and usually results in complete relaxation, something sadly needed by all of us! Lying on the floor as limp as a rag doll provides an opportunity to listen to a short record or song, and really listen and enjoy it. The children can roll over on hands and knees, folded up like balls, and grow taller and taller as a melody climbs higher and higher, until they are standing on tip toes—then a sudden flop all the way down. "Do it again!" is heard from many eager voices. The round ball may turn into a bouncing one, jumping on the toes with a lively spring, or perhaps first on one foot, then the other, and a real hop-skip developing.

Once a child feels free to move, the alert teacher can find countless ways to use this motion. Music may follow it, giving the necessary beginning, development, and ending, which children delightedly recognize.

Following the child's motions and ideas is not as difficult as it may sound. A drum alone can be adequate, or improvisation at the piano using simple chords, arpeggios, scale runs, or melodies. Sometimes the individual expression is developed with part of the group, giving opportunities for leadership that are rich in possibilities. Or on the other hand, music may be followed, but followed freely. The mood and tempo are listened to and interpreted individually at first, and sometimes charming forms can develop. With four and five year olds the use of contrasts in short selections is a helpful approach to this somewhat abstract movement. It is a most desirable experience and should be included. L. P. Jacks, an educator, said sometime ago, "As yet we have no physical education which sends the whole body into action, in company with the mind, the intelligence, and the imagination."

Vital interests in most children's lives are trucks and trains. On hands and knees, express trains or locals can go moving along, slowing up at a station. Trucks can stop to be loaded by a realistic derrick, carrying off the load and dumping it by lifting the hands from the floor and straightening up the little backs. I've seen eager heads looking over shoulders to see imaginary loads sliding off the trucks!

Sitting on the floor, tug boats can busily chug along, or stately steamers move slowly across the water with a few bell buoys perhaps, standing and rocking from side to side and a lighthouse perched on a rocky point—special songs for these can be interpolated. The whole room becomes a musical harbor, and the teacher's call "home to the dock" for a picture and singing brings eager response. Airplanes, autos, and buses are other means of transportation which a child expresses with joy and originality.

Animals—bears, elephants, rabbits, frogs, cats, and horses—all are close to the hearts of children. Work motions of various kinds can have a musical accompaniment, and pictures and songs about all these interests included. Dramatic play is a natural expression for children, and when used with music results in eagerness to listen, learn, and to create.

Through music, motion, and relaxation, better body coordination is achieved, a habit of pleasurable response is established, and satisfactions that react in social attitudes are very

much in evidence. These form a basis for musical growth and understanding. Imagination is stimulated and there is contact with the outside world, freeing the child from himself by interest in larger fields. These are all values apart from music, but included in its use.

There's a place for "stunts" too, getting the swing and lift of the music, daring, fearlessness, and also a feeling for phrase, accent, and meter. Motion can be individual and creative, and a really released child, beautiful to behold!

Listening Times

The quiet times which naturally follow are opportunities for real listening, a satisfaction to us all. Often portions of the world's greatest music can be enjoyed, and the breadth and enrichment of songs that have lived because of their beauty, really appreciated. The use of records, wisely chosen, and simple instruments like the recorder, xylophone, and psaltery, can all be added to music experiences.

Rhythm band instruments are always popular. These can produce unbearable noise and clamor when given to all the children at the same time, too soon. When rightly handled, however, they can have orchestral results! One good drum can accomplish wonders, sometimes as an accompaniment to motion—starting, stopping, varying speeds, loudness, softness. Or perhaps it can play the rhythmic pattern of a well-known song, to be guessed by its rhythm and phrasing alone.

Many other materials may be used, among them balls, scarves, balloons, and hoops, offering challenging opportunities. "I roll my ball to Mary, she rolls it back to me," may be sung and accompanied by the motion, much to the child's delight. Hearing one's own name in a song is a fascinating experience and can be waited for patiently. Three or four balls may be bounced or tossed and many combinations develop. Part of a group enjoys singing and clapping while the others use the material, and lack of adequate space sometimes makes this advisable.

Scarves can float high in the air behind running children, like airplanes or birds flying across the sky, and can enfold little runners as they come slowly down to rest when the song or music indicate this. One end of a scarf tied about the waist, the other held high, and when the child starts to run, swaying from side to side, a sailboat is there!

Balloons are an invitation to graceful motion and must be gently handled to be enjoyed. A Schubert waltz and a roomful of children with balloons is a wonderful experience.

Hoops, too, have many possibilities. Flat on the floor they may be jumped into and out again—held aloft, they are perfect airplanes, and the return to a "good landing" determined by listening ears when the music is drawing to a close. The clatter of falling hoops when they are being rolled can be avoided by a simple song, "I roll my hoop, I roll my hoop, and catch it before it falls," or a spinning hoop may be encircled by its spinner and caught up just at the right moment.

The complete self-forgetfulness which the use of fascinating materials causes is also accompanied by delicacy, precision and yet freedom of motion, and also awareness of music. After materials have been put away, self-forgetfulness is often reflected in songs and painting.

Development of Pitch

The development of pitch in singing comes gradually, varying with the individual, but very good group singing

is possible in young children when interest and enthusiasm have been aroused.

Pictures are helpful, as children are more eye conscious than ear conscious! The first words of a phrase may be sung by the teacher and the last by the group. "Sing a song of —?" "Sixpence" with its stretch of an octave, will be the immediate response! Taking turns with individual song contributions is always popular—many are the ways to stimulate this tone consciousness, and they bring out the creativity of teacher or parent.

A repertoire of songs is not difficult to acquire. New material is constantly before us as well as tried and trusted books of songs.

It is well to remember that the right *approach* is the important emphasis for the teacher to have always in mind, and is a challenge to his creative ability. Each group of personalities and each environment is "brand new" and may require special understanding. The introducing of a new song can be an exciting adventure, particularly if it illustrates a vivid experience. Clear enunciation, a light singing tone, and a sparkle in the eyes are within the scope of most teachers. These are the only essentials. A piano helps, but not if music notes have to be assiduously followed instead of the children's faces. Accompanying motion, perhaps a gentle sway, tapping of fingers, or even the illustrative finger play, is sometimes helpful. Singing together can be such fun that it need not be limited to a special period. It can greatly assist putting away duties, or donning and taking off the many articles of clothing winter requires. It can bring order out of chaos sometimes when going up and down stairs, or waiting for trains or buses or meals. It makes a wonderful prelude to naptime or bedtime.

Children's Own Songs

The creative possibilities in song as well as motion are frequently neglected. Perhaps a teacher feels inadequate when it comes to writing what a child or a group may be encouraged to sing. Children are accustomed to the free use of clay, crayons, and paint, but too often, because of the difficulty in recording, making up songs is not attempted. This task is not a frightening one even for the uninitiated. A melody can be simply put down in numbers, using the traditional scale form, and the timing or measures felt by accents. For example, guess what famous melody begins this way, 1155/ 665—/ 4433/ 221—/ or this well known French round, 1231/ 1231/ 345—/ 345—/ 565431/ 565431 $\bar{1}\bar{5}\bar{1}$—/ $\bar{1}\bar{5}\bar{1}$—/. The line over the $\bar{5}$ means it is below, not above the home tone of 1. A little practice and experimenting will prove convincing even to the amateur.

Music offers an inexhaustible treasure house, and one of our obligations is to give children an experience of it, so real and so vital, that they will continue to see further and make it a necessary part of their lives. A quotation from Plato again in closing: "It is not he who produces beautiful harmony in playing the lyre or other instruments, whom we consider as the true musician, but he who knows how to make of his own life a perfect harmony, in establishing an accord between his feelings, his words and his acts!"

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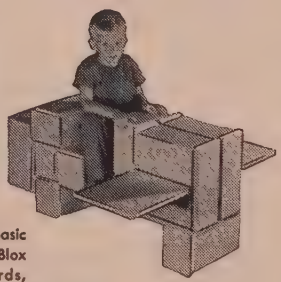

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NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

ACEI Building Fund

Correction: The total amount of the ACEI Building Fund which appeared in the April issue of CHILDHOOD EDUCATION, under *News and Reviews,* was listed as $6,086.60. The correct total was $6,586.60.

The following additional gifts have been received:

Marie Belle Fowler	
Los Angeles, California	$10.00
Atlanta, Georgia, ACE	25.00
Keokuk, Iowa, ACE	10.00
Emporia, Kansas, ACE	50.00
Seattle, Washington, ACE	25.00

The Building Fund now totals $6,706.60

Summer Travel

Tours abroad and to various parts of the United States and Canada can be arranged through the NEA Travel Division. Trips to Hawaii, Mexico, and South America are also planned. In Holland and Austria tour members will live in homes of the people of the country visited. In some instances college credits may be earned if desired.

For detailed information write to Travel Division, National Education Association, 1201 - 16th St., N. W., Washington 6, D. C.

Library Services Bill

The Library Services Bill has been introduced in Congress. This measure, sponsored by the American Library Association, will stimulate local and state interest in improving and extending public library service to rural areas.

Sponsors of the bill believe this legislation will remedy a serious deficiency in our educational and information facilities which could be provided by public libraries. Approximately 30 million people in the United States have no access to a public library and as many have inadequate public library service.

The measure provides federal assistance, not to exceed seven and one-half million dollars annually, for a five-year period. Of this amount, each state would be allotted, on a matching basis, $40,000 plus an additional sum based on its rural population and its per capita income.

ACEI, with other educational groups, has endorsed this bill along with farm, labor, civic, and veterans groups.

National Science Teachers Association

The National Science Teachers Association announces a subscription plan for schools which provides the *Elementary School Science Bulletin* for each teacher in the building (up to 10 copies); *The Science Teacher* for the school; *Packets of Science Teaching Aids* on a library basis; and *News and Announcements* of conferences, workshops, new publications and bibliographies. Subscribe through the National Science Teachers Association, 1201 16th St., N. W., Washington 6, D. C. $5.

A Television Policy for Education

A comprehensive handbook on educational television, with information on every phase of the subject, has been published by the American Council on Education.

A Televison Policy for Education instructs local communities on how to apply for a license to operate a TV station, how to finance station construction and operation, how to produce programs, and how to secure films from other educational stations and commercial procedures.

Copies of the book may be secured from the American Council on Education, 1785 Massachusetts Ave., Washington 6, D. C. Pp. 285. $3.50.

New Education Fellowship Conference

The international conference of the New Education Fellowship will be held in Askov, Denmark, August 3 and 4. The theme, "The Teacher and His Work," will be explored by a new technique which will give members an opportunity for creative experience in small groups under the inspiration of men and women, expert in their own field and selected for their skill in transmitting their enthusiasm to others. The conference will help teachers to look at themselves and their work.

For further information regarding the conference write to The New Education Fellowship, 1, Park Crescent, London, W. 1., England.

By MELVIN A. GLASSER

Faces to the Future

Melvin Glasser was one of four representatives of the Federal Security Agency to the Sixth International Conference of Social Work and to the International Study Conference on Child Welfare held in December 1952. A good friend of ACEI, Dr. Glasser agreed to represent that group, too, at the Child Welfare Conference. Melvin Glasser is now assistant to the president, National Foundation for Infantile Paralysis.

I HAVE A BRIEF REPORT TO MAKE ON THE faces of children. I have recently looked into hundreds and thousands of them in southern India. I went to India to attend the International Study Conference on Child Welfare, and along with 87 other Americans and representatives from 26 countries and 17 international agencies I studied the problems of child care in Southeast Asia.

We discussed the effects of poverty, disease, and ignorance. But what makes the facts unforgettable is the memory of the faces of the children.

There are so many faces—almost one hundred sixty million of them under the age of 17 and nearly five million new faces each year. The faces are gaunt, small, and frequently listless, for large numbers of children never have enough to eat. In one village the head man told me, "Many of my people will go through an entire lifetime without ever once knowing the meaning of a full stomach." Some of the faces that stay with me are those of the thousands of children wandering in the streets of big cities pleading for alms. Others are of the quiet, impassive children sitting in the midst of their families on the streets of the working class sections of Bombay in the early evening. The women are cooking the family's rice. They will eat from one bowl. Having finished their supper, they will sleep there on the streets—for that is all the family home they and tens of thousands like them have.

And as I think of the families and the children I think, too, of Prime Minister Nehru's statement to our conference, "Because people cannot read or write does not necessarily mean that they have vacant minds. Our people have a great culture and tradition and we must find the ways of helping them capitalize on it."

To persons from the West conditions in India would be depressing were it not that at the same time one senses a tremendous upward surge of vitality as this ancient people mobilizes within the traditions of its own culture to improve the well-being of all its people, particularly its children. Under the recently enacted five year plan, a huge integrated scheme has been developed to improve agricultural yield, health, welfare, and education.

The central and state governments are putting huge sums of money into the new projects to develop a good educational system. The local villagers will be contributing labor, land, and buildings to supplement the government's resources. American aid, through the Point IV Program is making many vital contributions to the development of the educational activities. The Indians I met were happy to receive this help, but even more they were anxious to be in contact with those of us from the West. They wanted to learn from the experience of other countries and regions and they deeply needed a feeling that we understood their problems and shared their hopes.

The Constitution of India stipulates that within the next decade all children up to the age of 14 shall receive basic formal education. At present, educational opportunities exist for only about 40 percent of the children between six and eleven, and 10 percent between eleven and seventeen. Education is not yet compulsory throughout India nor can it be until there are more teachers and more schools.

Nursery schools and kindergartens are recognized as making important contributions to the child's development, but government funds are not available to support them. The relatively few such activities are now being run entirely by private organizations. Most of them are in the slum or working class areas in the larger cities. Regrettably, however, their sponsors point out that in order to keep them going fees must be charged—such high fees that they are frequently higher than those that the universities charge for their students.

The average teacher of India is poorly paid, even by Indian standards, and the salary permits a standard of living hardly higher than that of the unskilled laborer.

Change comes slowly and the leaders of India recognize that the people must be helped to want to change and that particularly in the rural areas, where 85 percent of the people live, the teacher may also have to be the leader in improving agricultural methods, health measures, and child care practices. This imposes an even greater responsibility on the teacher training institutions.

Experiments are already going forward in using the village schools as the basis of the reconstruction of the community. In hundreds of the most primitive villages spiritually dedicated teachers are putting into practice the concepts of education expounded by the great Ghandi. They are preparing children for better lives by teaching them handicrafts, and with this the knowledge of the three R's. At the same time these workers are helping the adults improve their village life.

The task is huge but the vision of India's leadership is also great. Among the faces I remember are those of eager, alert teen-age boys in a government sponsored vocational school in the city of Madras. These boys all come from untouchable families and only a few years ago could look forward to a future which permitted them only the most menial of tasks. Yet, in the new India, they were being trained in a trade. They would not have to perform the tasks of their fathers. Thus far, they are not many, but to me they represented the faces of the new India.

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By ERMA NOBLE

Denver—ACEI Study Conference

"LET US LIFT UP OUR EYES UNTO THE HILLS, unto the children of our day. . . . All teachers are blessed, because they can look into the eyes of children and lift them to a view of their destiny." With these words Kenneth Oberholtzer, superintendent of schools, Denver, Colorado, opened the 1953 ACEI Study Conference.

1574 teachers, students, administrators, parents, and members of other lay and professional groups gathered in Denver April 5-10 for the conference. Besides people from the United States and Canada there were fifteen people from Burma, England, Germany, India, Indonesia, Lebanon, New Zealand, and Thailand.

"Strengths and Resources for Guiding Children" was the theme. Strengths were renewed and resources built as members moved through a week of general sessions, branch meetings, interest groups, study and laboratory groups, school visiting, exhibits and activities in the Exploration Area, and trips in and around Denver.

"Colorado Night," the first general session, introduced guests to the beauty, history, and culture of Colorado. Movies, slides, and an acquaintance supper preceded Dr. Oberholtzer's talk and one by William Ross, Colorado State College of Education, Greeley, on "Colorado the Inspiration State." As the week progressed folk dancing and games provided fun and more Colorado atmosphere as well as ideas for children's activities.

The Plan of Action for 1953-1955 was adopted at the Monday morning general session and received emphasis in the Branch Forums. Implications of a program centering around children's needs were discussed and proposals made for implementing the Plan of Action through activities of branches, international members, and the International Association.

Consultation hours scattered throughout the week met special needs in areas of prospective branches, state and student branches; publications promotion; UNESCO; legislation; and pictures and articles for ACEI publications.

Reports of ACEI progress were made by staff members at the general business session. New officers were introduced: President—*Myra Woodruff*, chief, Bureau of Child De-

Denver children enjoying some of the art materials in the Functional Display.

Photos by Glenn L. Gebhardt, Denver

Experimenting with some of the science materials in the Functional Display.

velopment and Parent Education, State Department of Education, Albany, New York; Vice president representing nursery school—*Dorothea Jackson,* director of elementary education, Seattle, Washington; Vice president representing kindergarten—*Wanda Robertson,* professor of education, University of Utah, Salt Lake City. Proposed amendments to the constitution and proposed policies were adopted.

At the open meeting of the Editorial Board members helped with suggestions and plans for the 1953-54 issues of CHILDHOOD EDUCATION.

Conference members worked together in interest groups and in study and laboratory groups. Each one had a meaningful part to perform as experiences were shared and efforts were made to solve problems of those concerned with children. Over 300 people assumed special responsibilities in planning and guiding activities of study groups. School visits were correlated with the 43 study groups which worked in the following areas: Using What We Know About Human Development in Working with Children, Thoughtful Classroom Experimentation—a Way of Deepening Understanding of How Children Learn, Human Relations in the Education of the Child, and Laboratory Groups in Art, Music, and Science. Interest group sessions centered around problems in nursery school, kindergarten, primary, intermediate, and teacher education.

The Functional Display was an important part of the Exploration Area. Books, educational materials, and equipment approved and recommended by ACEI Committees were available for study and use. Many pieces were used in the Study Groups.

Other materials in the Exploration Area were Branch yearbooks, newsletters, and publicity books with the story of branch activities and a wealth of suggestions. Pamphlets, bulletins, and packets of materials with helps for those working for and with children from other organizations were included in an exhibit of resource materials.

Six regional dinners were held on Tuesday evening giving conference participants an opportunity to sit with other people from their state and bringing together the people in each area. Board members, past and present, ACEI Fellows, staff members, and Denver hostesses discussed work of the Association and building plans. Opportunity was given to hear telegraphic reports from each state. Provision was made for fun and fellowship.

General Sessions

General sessions developed the conference theme, moving through the ever widening

aspects of a child's life—the home, the school, the world.

Agnes Snyder, president, Adelphi College, Garden City, New York, speaking on "Building Strengths and Resources" said:

"Children everywhere are our business . . . Children whose needs are met will not be able to live in a world as adults with children who have been deprived. . . . No nation can escape the effect of any weakness in any nation. . . . We (ACEI) have the strengths to break through in the name of humanity to embrace more of the world's children. . . . Let's turn to our own country . . . . the problems are . . . . numbers of children to be cared for . . . . shortage of teachers. . . . There still exists the unfortunate attitude that in time of shortage standards may be lowered. Those who hold this attitude fail to see teaching as the most important social obligation . . . . give the right kind of housing facilities . . . . give well-trained teachers . . . . and the nation will have in its hands the best instrument for fighting communism and for preserving democracy."

In his discussion of "The Family's Need for Strength and Resources for Guiding Children," *James Hymes, Jr.*, Peabody College for Teachers, Nashville, Tennessee, said:

"The family needs appreciation for the tremendous strength it has. . . . Never before have fathers and mothers been so exceptionally conscientious about children. . . . Our life has not diminished the firm bond and parents are looking at children with love. . . . America is in the process of a revolution in which children are treated with more gentleness, more feeling, more kindness, more patience. . . . Are we in public education asking enough of parents? . . . . We must appreciate how much people appreciate being asked to help. How eager they are to do a job for children. . . . We should, if we are to help . . . . foster their love and conscientiousness and urge them to do the right thing by appreciation of them. . . ."

"Strengths and Resources in the Democratic School" was the topic developed by *Helen Heffernan*, State Department of Education, Sacramento, California. She stated:

"Democracy is the best system human beings have yet devised to free the human spirit to do its best. . . . Make the classroom a laboratory for democratic living. . . . The teacher is the most important person. She can create out of her enthusiasm the social climate for learning . . . . translate basic day-by-day activities into democratic living. . . . Things you will expect to find . . . . children carrying on activities and doing things interesting to them . . . . children engaged in a variety of activities . . . . children having opportunity to make choices . . . . each child treated with consideration and respect by teacher and classmates . . . . children working in groups where social processes are going on. . . . Our greatest source and strength for maintaining the democratic faith are the devoted teachers in the schools of America."

Elizabeth Gray Vining, well-known author of children's books and of the adult book *Windows for the Crown Prince*, Philadelphia, Pennsylvania, spoke on "The World and Our Children." She stated:

"We must begin with ourselves and take children along with us. . . . Children's attitudes reflect what they are taught. . . . We must free ourselves of stereotypes which are not based on knowledge and thought . . . . avoid giving a group a type as a whole. . . . The only changes that are really valuable are those that come from growth and growth is very slow. . . . Fear has come to our world today . . . . it has made us value our freedom, but the methods we use to defend it are the very things that weaken it. . . . Love is the only thing that will cast out fear. . . . 'He who comes to do good knocks at the gate. He who loves finds the door open!'"

"As We Guide Children" was a panel review of the week's work in study groups led by *Max Goodson*, Ohio State University, Columbus, Ohio. Participants were *Agnes Snyder*, Adelphia College, Garden City, New York; *Alice Miel*, Teachers College, Columbia University, New York City; *Laura Hooper*, University of Pennsylvania, Philadelphia; and *John Goodlad*, Agnes Scott College and Emory University, Georgia.

One conclusion which seemed to run through the conference was, "Our profession will only make satisfactory changes as we take along the public we are serving. We must work with and through those we are serving."

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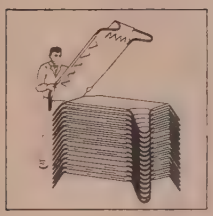

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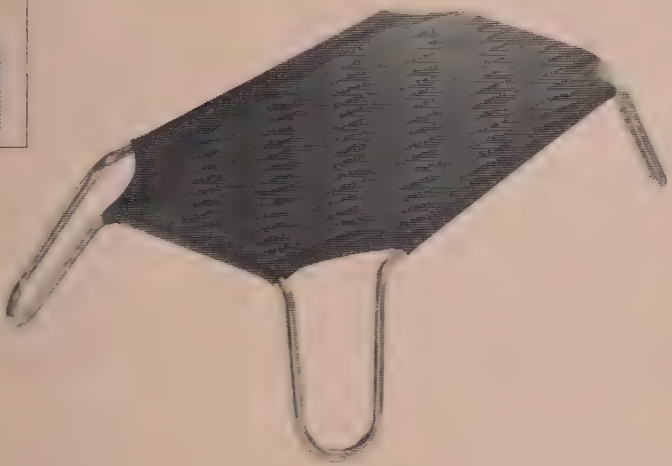

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Books for Children . . .

Editor, VERA PETERSEN

PORTFOLIO OF HORSES. *Commentary by Marguerite Henry. Prints by Wesley Dennis. Chicago: Rand McNally, Box 7600, 1952. Twenty-three prints, sixe 13 x 16 in. $3.50.* A new collection of Wesley Dennis full-color drawings of twenty-three different breeds of horses and now available as separate prints in a generous-sized portfolio. Reproduced on good quality paper with white margins, these spirited drawings will bring pleasure to horse lovers of all ages. Suitable for framing, for choice bulletin board displays, or simply for looking at from the portfolio, they will be welcome by all who have loved Marguerite Henry's *King of the Wind, Misty of Chincoteague, Born to Trot,* and *Album of Horses,* all illustrated by Wesley Dennis.

Accompanying the prints is a brochure by Marguerite Henry with a short commentary on each of the various breeds of horses shown.

THE DOG, THE FOX AND THE FLEAS. *By Kurt Wiese. Illustrated by the author. New York: David McKay, Inc., 225 Park Ave., 1953. Pp. 30. $2.25.* "Listen . . . have you heard the story about the dog who was pestered by fleas and how he got rid of them? No?—Well then I will tell you." And with language as crisp and uncluttered as that with which he has asked this opening question, Kurt Wiese tells how any clever dog can rid himself of fleas.

Well-manufactured into a sturdy book, this convincing story is just the sort to amuse four- to eight-year-olds.

PETER'S LONG WALK. *By Lee Kingman. Illustrated by Barbara Cooney. New York: Doubleday, 575 Madison Ave., 1953. Pp. 47. $2.50.* Here is a book sure to please kindergarten and primary children for every one of them knows how it feels to take a little expedition on one's own (albeit just around to the other side of the house, where mother cannot see) and how smug one feels to be safely back again.

Barbara Cooney has illustrated with great charm and sensitivity Lee Kingman's story of Peter's walk. Peter, who waited long and patiently to be five so that he could go to school and find someone to play with, took things in his own hands the morning after his fifth birthday. He found his way to the village school, but there were no children for him to play with for he had arrived very, very early. A kindly custodian coming out to sweep the steps told him "the rule—Everyone has to start in September, all at the same time . . . You see . . . you'll have to wait until next September." Reluctantly Peter meandered home discovering friends—animal friends—who wanted to play with him.

"And do you know, Peter didn't tell his mother that he had gone to school. That's Peter's secret—and yours."

BIQUETTE THE WHITE GOAT. *By Francoise. Illustrated by the author. New York: Scribner, 597 Fifth Ave., 1953. Pp. 32. $2.* Francoise is one of those rare artists who, having grown into maturity, has not forgotten how things look and feel to a young child. With a technique that is deceiving in its apparent simplicity, she has painted in sugar candy colors the illustrations for her story of Biquette, a goat with a coat.

The text, set in extra large type, will make comfortable reading for a second- or third-grader. Younger children who discover the charming drawings will insist on having the story read.

SILLY WILLY NILLY. *By Leonard Weisgard. Illustrated by the author. New York: Scribner, 597 Fifth Ave., 1953. Pp. 32. $2.50.* With illustrations that are rich in texture and distinctive in design, Leonard Weisgard has related the growing pains of a young elephant called Willy Nilly.

"Silly Willy Nilly, any animal with any sense knows better than to sit on a porcupine," his big mother elephant said. And she rubbed soothing slippery mud over her little elephant.

"If I have said it once, I have said it a hundred times. You must remember these things:

An elephant never forgets to stay away from porcupines.

An elephant never forgets to watch where he is going.

An elephant never forgets to step around nests and keep off eggs.

An elephant never forgets to keep his trunk out of wasps' nests.

WILLY NILLY, ARE YOU LISTENING TO ME?"

And she gave her little elephant an extra swat on his backside. "I believe everything

I have said has gone in one great big ear, and right out the other!"

The book has been designed with generous margins and the pages have been made from a good quality paper. *Silly Willy Nilly* will be a handsome addition to kindergarten and primary libraries.

CAT STORIES. *(A Giant Golden Book). By Elizabeth Coatsworth. Illustrated by Feodor Rojankovsky. New York: Simon and Schuster, 1230 Sixth Ave., 1953. Pp. 66. $1.95.*

If you were a cat
where would you go,
swift as a wind
and silent as snow?

Elizabeth Coatsworth, already eminent as a writer of cat stories (she won the 1931 Caldecott Medal for *The Cat Who Went to Heaven*) is at no loss to provide adventures for literally dozens of cats. She even presents one jaunty tom who takes a trip around the world just to prove that wherever you go, " 'Taint as fine as the port o' Boston."

The real gems of this attractive collection are Elizabeth Coatsworth's fine poems tucked in between the vignettes and stories.

Feodor Rojankovsky, expert in animal drawings, has provided the right sort of illustrations to convey the personalities of the many, many cats.

Nursery children will like the book just for looking. Kindergarten and primary children will want to hear the stories and poems.

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Books for Teachers . . .

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

PERSONALITY IN THE MAKING. *Edited by Helen Leland Witmer and Ruth Kotinsky. New York: Harper, 49 E. 33rd St., 1952. Pp. 454. $4.50.* This is the official summary of the Midcentury White House Conference on Children and Youth. Many minds—not all in agreement—are represented in the seventeen chapters of this report: educators, psychologists, scientists, sociologists, philosophers, and clergymen, to mention several. But this is not an anthology or an exposition of various theories. The emphasis is on "where we stand at the moment in our knowledge of personality and how it develops." Two needs stand out: the need for more research into the extremely difficult subject of personality, and the need for putting to use what knowledge we have. Both needs are dealt with throughout.

The book is divided into two parts. Such topics as the physical, emotional, economic, and religious influences in the development of healthy personality are discussed in the first section, while the contributions of the major social institutions are brought out in the second.

Whereas other conferences dwelt mostly on the factors involved in the development of unhealthy personality, this one (the 5th) was more concerned with the growth of healthy personality. This concern is based "on the primacy of spiritual values, democratic practice and the dignity and worth of every individual."

The emphasis on values is again seen in the chapters on religion as an aid to healthy personality (Part I), and the role of the church and synagogue as social institutions perpetuating moral and spiritual values (Part II). Underlying the various factors contributing to the social and emotional development of children are the ethical and spiritual values summed up in the term "religion." These values bind together and give meaning to all of life, and therefore indicate "that the possibility of healthy personality development depends at base on moral and spiritual values." Although the authors recognize that religious leaders and parents often fail in their purpose, still the integrating power of ideals is "basic to healthy personality." This does not touch upon the problem of separation of church and state (which is only briefly discussed), but gets at the more fundamental fact of the necessity of religion in personality development.

To this reviewer the emphasis on the primacy of values in *Personality in the Making* seems the distinctive contribution simply because it is a sorely needed and much neglected emphasis. There is much more to be said about *Personality in the Making;* it can be all things to all men. The analysis of the other aspects of personality development are so penetrating and helpful that this book should be in the hands of anyone who comes into contact with children and youth—and this includes practically everyone!—*Reviewed by* BRUCE HERRICK, *Wheelock College.*

DELINQUENTS IN THE MAKING, PATHS TO PREVENTION. *By Sheldon and Eleanor Glueck. New York: Harper, 49 E. 33rd St., 1952. Pp. 210. $3.* How often we talk around the question of delinquency! We want our young friends and children to be successful in life; we are concerned with their failures; we quake at the possibility that they may not appreciate the uses of the law or by misfortune be in conflict with it.

Yet do not all of us, at times, indulge in illiberal generalizations to explain such failure and immaturity? For some it is the hereditary factor, for others this or that aspect of the environment. Still others believe that intelligence or feelings of inferiority may play the decisive or exclusive role.

Now the Gluecks in their recent investigation of delinquency, in which they matched 500 delinquents and 500 non-delinquents from remarkably similar backgrounds, tell us it is no single one of these. Delinquents and non-delinquents alike suffered from lack of love; the delinquents were not compensating for poor or grotesque body builds; in fact, they were utilizing better builds than the more psychoneurotic non-delinquents! The average intelligence quotient of the delinquents was 92, of the non-delinquents 94; the delinquents were more at ease with concrete than abstract ideas, which is not surprising in view of their activities. No more surprising are their larger numbers revealing extroversion, unrealistic thinking, and lack of method and common sense.

However, the specific ways the delinquents did differ from the non-delinquents indicate a pattern which will be of infinite help to those who must recognize, diagnose, and treat the individual delinquent.

In the long run, as the authors point out, the prevention and treatment of delinquency can be handled adequately only on a community-wide basis. If more people, parents or not, will avail themselves of even the admittedly limited evidence at hand, we may acquire also the basic tool of alleviation—the sincere desire for eradication.—*Reviewed by* MARY E. ULICH, *Wheelock College, Boston, Massachusetts.*

TODAY'S CHILDREN AND YESTERDAY'S HERITAGE. *By Sophia Lyon Fahs. Boston: Beacon Press, 25 Beacon, 1952. Pp. 224. $3.* Parents have long been asking: "What shall I tell my child about God? At what age should I begin to teach my child about God?" Church school teachers are asking: "What shall we do with the children? Our present lessons do not interest them; they come to church school because they have to and they are bored."

Trained religious directors are also confused. Should they discard the old material and start afresh? Is it possible to combine "yesterday's heritage" with the science of today? Why do our junior high and senior high students begin to drop out of church schools unless they are forced to attend? Why are our college students, "brought up" in our church schools so woefully weak in their knowledge of the Bible? Should a study of the faiths and beliefs of other peoples be included in our curriculum that our young people may learn to respect the faith of others and at the same time know definitely that their particular faith is the true faith for them?

These questions and many more are discussed frankly and intelligently in this book. This "emerging philosophy of religion," as revealed by the author, is not a handed-down set of beliefs, but ones acquired through the small daily experiences of the child, beliefs that will grow as the child grows and mature as he matures. At no point does Mrs. Fahs discard the truths of our old traditions but rather gives them new life and meaning by interpreting them through today's new knowledge of the physical sciences, psychology, sociology, and anthropology. Her philosophy is not based on theory but on the results of her many tests and experiments with children.

This book is startling and, to some, probably revolutionary in its approach to religious education but to all who are seriously concerned with a growing religious development for today's children it will be a definite challenge.—*Reviewed by* HARRIETT A. COUSENS, *director of children's program, First Baptist Church, Newton Centre, Mass.*

EDUCATION IN THE HUMANE COMMUNITY. *By Joseph K. Hart. New York: Harper, 49 E. 33rd St., 1952. Pp. 172. $3.* This posthumously published work is dedicated to an examination of the proper role of the school and the community in the modern process of education. Its arguments and proposals are developed around the central theme that education and schooling are not, should not, and cannot be one and the same process.

In the early chapters the author has traced the close and complimentary relationship that existed between the school and community in an earlier period in our history. In this period the community was small and at the same time diverse, yet above all else possessed a unity which gave to the child a wealth of experience about the world around him. To the school was left the task of educating the child only in those aspects of life which were not a part of his daily experience.

With the development of modern American urban society, the nature of the community has changed and it is no longer able to provide the child with a broad wealth of experience. Joseph Hart was of the opinion that neither the school nor the community has met the challenge thus presented. His concluding chapters paint a broad program of objectives centering around the thesis that the school by its very nature cannot meet the needs of the child for actual living experience. Both school and community must re-examine and reorganize themselves so as to present jointly a truly educative experience.

It is the dual nature of this appeal which is the most stimulating feature of the author's thinking. By pointing out the proper role for both school and community, he has laid the basis for a way of thinking which should interest not only educators, but all thinking community leaders in the United States.—*Reviewed by* HARRY S. WURTZ, *Wheelock College, Boston.*

Bulletins and Pamphlets

Editor, MAY I. YOUNG

THE THREE R'S IN THE ELEMENTARY SCHOOL. *By Margaret Lindsey and others. Washington, D. C.: Association for Supervision and Curriculum Development, NEA, 1201 16th St., N.W., 1952. Pp. 152. $1.50.* It is a good thing, every now and then, to check up on one's beliefs in regard to the teaching of the basic skills. This pamphlet is a valuable aid in such an evaluation. It shows the many ways in which children need the 3 R's in carrying out their ideas while living together in their classrooms. Examples are given from many different grades of how the alert teacher recognizes the opportune time for stressing certain skills. Those critics who claim that the functional approach is insufficient will do well to study carefully the description of "A Morning with Seven-Year-Olds"; they will find plenty of emphasis upon the learning of the 3 R's.—M. I. Y.

HUMAN VALUES IN THE ELEMENTARY SCHOOL. *Washington, D. C.: Dept of Elementary School Principals, NEA, 1201 16th St., N.W., 1952. Pp. 95. $1.* Suggestions in this pamphlet may be grouped under several headings for the reader's reference:

What *are* human needs or values?

How may the school program best answer these needs for children?

What factors in the learner affect the pattern of learning?

How may study groups (parents, teachers, community workers) carry on a satisfactory program in this area?

The many topics touched upon briefly in the section on the school's curriculum may be explored further in the well-selected bibliographies that are included.—*Reviewed by* A. ADELE RUDOLPH, *Philadelphia.*

TEAMING UP FOR PUBLIC RELATIONS. *Washington, D. C.: National School Public Relations Association, NEA, 1201 16th St., N.W., 1952. Pp. 48. $1.* Twelve national organizations served as joint sponsors of a conference to help classroom teachers and school administrators find ways of improving public relations. Suggestions from the participants, interplay of ideas and experiences, continuous evaluation and redirection —these have resulted in a publication that is worth while.

All educators are cognizant of the increasing importance of the PR program. Here are definite situations illustrating the needs and a wealth of suggestions as to what to do about them. These are geared to all teachers at every level—principals, superintendents, professional associations, and state departments of education. No matter how much we think we are doing at present, we can find many more things outlined here.

For other reference books, pamphlets, film strips, and motion pictures, refer to:

The 1952 "PR" Guide, published by the NEA, 1201 16th St., N.W., Washington 6, D. C. Pp. 32. 15¢.—M.I.Y.

GROUP PROCESSES IN INTERGROUP EDUCATION. *By Jean D. Grambs. New York: National Committee of Christians and Jews, 381 Fourth Ave., 1952. Pp. 83. 25¢.* We live in groups; therefore our schools should teach us how to be successful group members. This, briefly, is the text of this excellent pamphlet. The emphasis is on the intercultural aspects of human relations, but every teacher will find material that may well be used in the classroom.

Beginning with a study of group needs, Dr. Grambs gives definite helps on grouping techniques at various school levels. "Grouping for what?" is given consideration and the necessity for flexibility and for adjusting to individual differences is shown. The practicality of the pamphlet makes it doubly worth while.—M.I.Y.

DISCUSSION GUIDE FOR TEACHERS OF ENGLISH. *By Kate V. Wofford, Chairman. Chicago: National Council of Teachers of English, 211 W. 68th St., 1952. Pp. 117. $1.* The organization and treatment of the material in this pamphlet is somewhat unique, and will be appreciated by teachers who wish to delve further into some of the everyday problems in the various communicative arts. Questions, collected from teachers all over the country, are practical. Each question is presented, then clarified and enlarged. Different points of view are included, with quotations from many sources. Finally the topic is broken down into a number of questions which may form the basis for further discussion.

A chapter on group discussion technique gives, as an example, a record of a discussion which used the material found in the pamphlet itself. The importance of the roles of each participant in making the group process a cooperative one is clearly brought out through this report.—M.I.Y.

EXPERIENCE CHARTS. *By May Lazar and others. New York: Educational Research Bulletin No. 13, Board of Education, May 1952. Pp. 18. No price given.* Earlier bulletins of the Bureau of Educational Research deal with more general phases of the teaching of reading. This brief pamphlet gives details of the various types of experience charts: purposes of each, topics which lend themselves best, and differences in the teacher's role in the development of each kind. Many examples are included. Standards for chart construction are given.

Teachers who are using experience charts will find suggestions for other ways of doing things. New teachers may safely follow the work as outlined here.—*Reviewed by* RUTH E. PRICE, *Philadelphia Public Schools.*

PARENTS AND TEACHERS AS PARTNERS. *By Eva H. Grant. Chicago: Science Research Associates, 57 W. Grand Ave., 1952. Pp. 48. 40¢.* The author has tried to show how some parents and teachers have learned to work together and what their unity has accomplished.

Home-school cooperation is moving steadily and surely forward. Parents and teachers are learning that if they work together in harmony, America's children will have a better chance to make the most of their capabilities.

This is an excellent pamphlet for parent-teacher groups to use as a guide in understanding and promoting better cooperation between home and school.—*Reviewed by* DOROTHY HARDY.

HELPING BROTHERS AND SISTERS GET ALONG. *By Helen W. Puner. Chicago: Science Research Associates, 57 W. Grand Ave., 1952. Pp. 48. 40¢.* This pamphlet should be of great help to parents who have more than one child. It discusses, in detail, causes for the most common brother-sister frictions and presents ways of solving these problems so that each child will feel that he has been treated fairly.

Teachers, too, have an important part to play in encouraging good relations among children in the family as well as in the classroom. They will find this pamphlet a help in dealing with children who have problems based on brother-sister rivalries.—*Reviewed by* DOROTHY HARDY, *Curriculum Office, Philadelphia Public Schools.*

PLAYTIME WITH PATTY AND WILBUR. *By Hugh C. McDonald. Culver City, Cal.: Murray and Gee, Inc., 1952. Pp. 32. $1.* This pamphlet is important in that it is a first attempt at acquainting young children with the dangers that may result from too easy acceptance of strangers. Himself a police authority and the father of five children, Captain McDonald aims at warning children against the adult sex deviate "without completely destroying their confidence and feeling of security in the society in which they live."

Nine- and ten-year-olds could read this booklet themselves. However, it is suggested that parental guidance is necessary in using the material. Hence it is not recommended for general classroom use, rather for home consumption.—M.I.Y.

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Over the Editor's Desk

A Happy Ending Dear Editor!

Many thanks for your last letter concerning my subscription to CHILDHOOD EDUCATION. I had received it till lately as a gift from one of my former professors in the USA, where I had the privilege to study for one year.

To receive CHILDHOOD EDUCATION throughout the last year has been for me a tremendous gain for my knowledge as a teacher. I have read them very carefully and discussed quite a few articles with my fellow teachers.

So much the more do I regret that I won't be able to continue the subscription. The reason is, that I just can't afford it. With my very best wishes for your work.

JOHANNES HAMPEL
Straubling, L.B.A.
Bayern, Germany

The day this letter came into the office it was handled in routine fashion—or was it? One of the people who saw it said, "That's a shame! He should get the magazine." Later she came to me with money for the subscription and asked to remain anonymous.

A Definition and a Question Lamar R. Stanley, director of instruction, Newport News, Virginia, had this in one of his staff bulletins. To make a definition he substituted "The school" for "What a nation should be" in a sentence from "The Meaning of Treason," by Rebecca West (*Harpers Magazine*, Oct. 1947).

"*A definition:* The school—'a shelter where all talents are generously recognized, all forgivable oddities are forgiven, all viciousness quietly frustrated, and those who lack talent honored for equivalent contributions of graciousness.'

"*A question:* 'What do you do to help the talented ahead to their full capacity in energy and imagination; how do you make the middle ones into a base for the standard routines and the curriculum without making them more alike than they seem to be or people want them to be; and how do you look after the laggards whose bodies, minds, troubled pasts or heritage, and home life, mark them for double pitfalls and wasted lives?' (Ernestine Evans, in an unpublished discussion on the function of the school.)

"For me—this is it! During forty years of work in, and thought about education, I have sought that definition and that question. I can think of no definition of function that cannot be traced back to that definition; I have encountered no question as to curriculum or teaching that is not contained in that interrogation."

The Closing of This Volume The closing of the school year is always slightly tinged with the sadness of saying goodby, it has been wonderful working with you, thank you for everything. For the editorial staff of CHILDHOOD EDUCATION it means all of that to Editorial Board members who are completing their two year term.

Viola Theman, associate professor of education, Northwestern University, Evanston, Illinois, has given much time to the duties of Editorial Board Chairman. She has planned and conducted board meetings; she has added inspiration and vision to the plans.

Winifred E. Bain, president, and Marie T. Cotter, librarian, of Wheelock College, Boston, Mass., have completed their fine two years of work as editors of "Books for Teachers." Their list of books for vacation time which appears in this issue will tempt and lure you on to a good summer's reading program.

May I. Young, supervisor, Philadelphia Public Schools, is the person responsible for the excellent reviews of bulletins and pamphlets presented in the past two years.

We are going to miss the letters and contributions from the contributing editors. Each has worked in his own individual way—many have used groups of people to obtain reactions needed, the reactions have been frequent, honest, and most helpful. We want to say "thank you" to:

Hazelle Berkness, teacher, Bronxville, N. Y.

Paul Blackwood, specialist in elementary science, Office of Education, FSA, Washington, D. C.

Witt Blair, dean, School of Education, North Texas State College, Denton, Texas.

Pauline Hilliard, associate professor of education, University of Florida, Gainesville.

Mildred Mead Ivins, parent, Downers Grove, Illinois.

Daisy M. Jones, director, elementary education, Richmond, Indiana.

Wanda Robertson, associate professor of education, University of Utah, Salt Lake City.

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